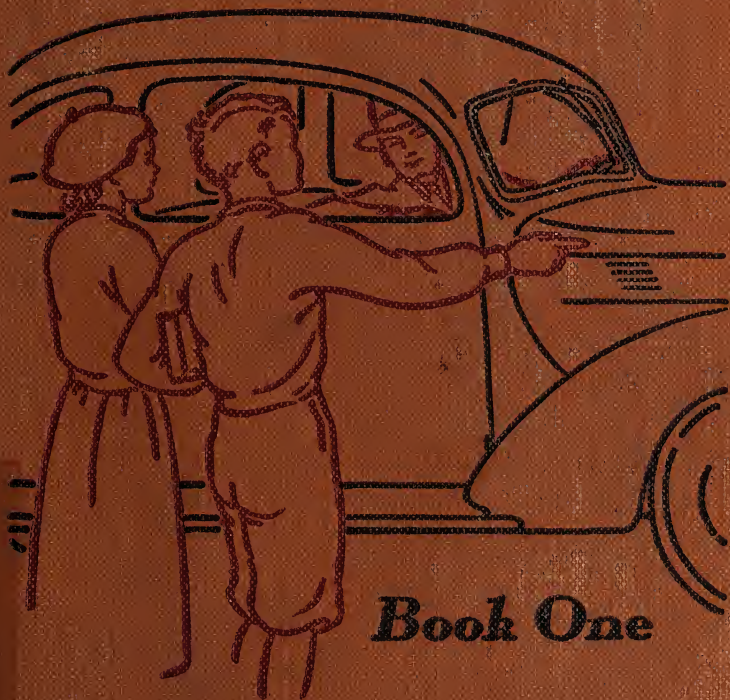


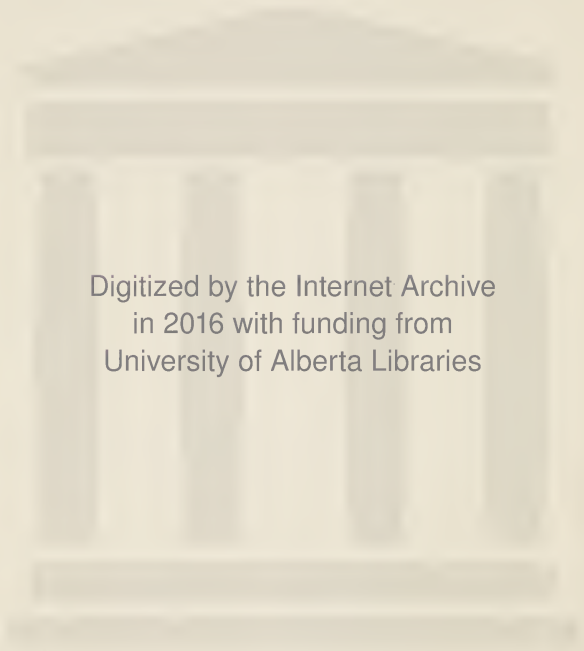
Junior *English* **Activities**



Book One



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Junior English Activities

By

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AUTHORIZED BY THE MINISTER OF EDUCATION FOR USE
IN THE SCHOOLS OF THE PROVINCE OF ALBERTA

Book One

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1938

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PREFACE

In 1935 the National Council of Teachers of English published *An Experience Curriculum in English*¹ in which these statements appear:

1. The ideal curriculum consists of well-selected experiences.
2. The program of experiences must be well balanced.
3. The program of experiences must be orderly.
4. Experiences must be adapted to the needs and capacities of individual learners.

5. Techniques are essential and must be cumulative.

6. The school must manage a functional combination of the *dynamic* experiences of active life and the *intellectual* activities which have been teachers' chief concern. The basic aim or principle is to use the intellectual activities to facilitate and interpret dynamic experiences.

7. A curriculum of actual experiences in communication implies typical (not invariable) classroom procedures somewhat like these:

- (1) Making the pupils conscious of a present, worthy occasion for communication.
- (2) Letting the pupils attempt to meet the situation by speaking or writing or both.
- (3) Giving advice (guidance) and assistance as the pupils prepare and as they write. This includes helping them to perceive the techniques which they can use to advantage.
- (4) Helping pupils to realize that the excellence of their work must be measured in terms of the effect of their efforts upon their audience, and pointing out the causes of their success or failure.

¹ *An Experience Curriculum in English*. A Report of a Commission of the National Council of Teachers of English, W. Wilbur Hatfield, Chairman. Used by permission of D. Appleton-Century Company.

- (5) Introducing at any favorable time specific practice in a skill of which the pupils realize the worth, but which they have not mastered.
- (6) Noting growth, chiefly by comparing success on this and previous similar occasions.

English as a Social Subject. The principles so succinctly stated in the report have guided the authors in the preparation of *English Activities*. English is conceived as being a social subject. All learning uses language and takes place in a social situation. The pupil learns to speak and write effectively when his dynamic experiences are used as a basis for his intellectual experiences. As the *Experience Curriculum* claims, the surest way to prepare pupils to live happily and usefully is to give them, now, experience in doing those things of which happy and useful living is composed. In conversing, telephoning, discussing, dramatizing, story-telling, letter writing, finding and reporting information, and other real life activities the pupil grows in language power. Vital and meaningful situations from the current life of the school, the home, and the community, together with the social studies, art, and natural science interests, become the core of the English curriculum. Hence the emphasis throughout this series of books is on English in social situations within the experience of the pupil.

Integrated and Purposeful Units. In place of isolated lessons and exercises, the material in this book is organized into closely knit units of subject matter, each with a central theme of interest, such as conversation, story-telling, letter writing, or club work. Each unit furnishes a variety of worth-while problems and projects purposefully organized to stimulate and motivate a maximum amount of learning activity on the part of the pupil. The subject matter correlates with the subject matter of other fields, such as history, geography, and art.

The pattern for most of the units consists of four closely integrated parts. The first is the motivating, oral, and "lead-

on" section, which contains stimulating suggestions and often examples by children and by accepted authors. This includes the presentation of new material and new opportunities for applying the material in a variety of situations. Next come suggestions for "Other Interesting Things to Do," in which individual initiative is again encouraged. This is followed by a carefully selected list of books that have proved useful in stimulating further exploration of the subject and in promoting the use and mastery of essential book-using skills. Finally comes a section entitled "Review, Test, and Practice," in which needed reviews and drills in the techniques of grammar and good usage are emphasized. Although the material in each unit is closely integrated, it is so arranged that any part may be used separately if the occasion requires, thus providing flexibility.

Separation of Expression and Mechanics. When a pupil is engrossed in a certain form of language expression, such as writing speeches for a dramatization, he should not be interrupted by a drill on capitalization or punctuation. Such tools of expression are largely individual matters. They are to be studied when the pupil sees a real purpose for their use. Therefore the mechanics or tools of expression are separated from the expressional activities. They are placed in a separate section of the "Review, Test, and Practice" division at the end of the unit.

Many of the drills follow diagnostic tests which enable pupils to find their own errors. Pupils who do not need the remedial work that follows the diagnostic tests may engage in some other activity that is interesting and useful to them. This plan places the drill where it belongs; that is, it gives drill to those who need it.

Simplicity. One of the chief faults of present-day language teaching is the attempt to teach too much. These texts try to teach a *few fundamental things thoroughly*. Oral expression receives the major emphasis. Written composition is subordinated to oral composition and developed from it. Only

essential principles are presented, and these are inductively developed through the pupil's own experiences. The functional items of grammar are taught *through* — not merely *for* — use.

Book-using Skills and Appreciations. In meeting social situations, book-using skills must be acquired. They are an essential part of the course in communication. The pupil must learn to use effectively indexes, tables of contents, the dictionary, the encyclopedia, and the library. The cultivation of *joy* in reading and of *skill* in reading *for a purpose* are aims of good teaching. To aid in the acquisition of book-using skills and appreciations, each unit contains a book list, which may profitably be used further to enrich the content material of the unit.

Guides or Standards. From time to time throughout the texts, language guides are provided. These are not to be learned by rote. Rather they are to be used by the pupil in improving his oral and written composition, guiding his efforts as he works, and serving as standards for appraising his finished product. By means of these guides the pupil acquaints himself with definite goals for each type of language expression. From such guides he should make his own self-help standards, which he applies to his speech and to his written work. As his own critic and editor, he has his attention focused constantly on ways and means of personal improvement and growth in language power.

Individual Differences. In any school group there are wide differences of abilities, interests, purposes, experiences, and standards of work. Textbooks should help the teacher to provide for these individual differences. Group projects must not be ruthlessly imposed on each pupil. Every possible effort should be made to stimulate and direct the growth of the pupil as his own needs require. These books offer a variety of appeals to pupils of varied abilities. Some activities appeal to pupils with a creative bent, while others stimulate the fact-finding type of mind. The "Other Interesting

Things to Do" and the lists of books under "Using the Library" provide further activities for pupils of different abilities and tastes. Finally, by means of diagnostic tests, drill on formal usages is limited to those who need it.

Scientific Studies. While the general plan of the books is derived largely from the experiences of the authors, its scientific side is based chiefly on *An Experience Curriculum in English*. This report has been extensively employed in the preparation of the manuscript, so that these books are in essential harmony with the findings of the Curriculum Commission of the National Council of Teachers of English.

A Co-operative Enterprise. Teachers, pupils, principals, and supervisors in many places have tested, suggested, and in many other ways enriched the text. More especially the authors are deeply grateful to Miss Goldie D. Lesser, formerly associated with them in this enterprise. They are likewise indebted to Miss Georgia A. Brewster, Mrs. Ethel H. Hightower, Miss Catherine Hader, Miss Reba Boomer-shine, Mrs. R. L. Owens, and Mr. Franklin V. Thomas.

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BOOK ONE



Ewing Galloway

EXPLORING THE WORLD

UNIT I. EXPLORING NEW HORIZONS

The picture on page 2 shows Joan Harris in the public library finding interesting places on the globe. A stranger, David Ford, is also interested. Joan opens the conversation.

“Good-morning. I’m Joan Harris from Wilson Junior High School. Are you interested in maps, too?”

“Yes. I’m David Ford, also from Wilson Junior High School. I’m looking for information about Champlain Street in the city of Quebec. I live on Putnam Street. Where do you live?”

This is an easy and natural way to start a conversation with a stranger.

I. Notice that Joan and David each told three things :

- (1) Who he or she is
- (2) What he or she does
- (3) Something about himself or herself

Sometimes a person who introduces himself adds another point :

- (4) Where he lives

Why does he do this?

II. How might the introductions be made in the following situations?

1. Mary is visiting her aunt. The first afternoon the neighbor’s daughter, Nancy, is invited to play with Mary. When Nancy arrives, the aunt is away from home. Mary, who has never seen Nancy, answers the door-bell.

2. In the hallway at school John meets a stranger who wishes to find the principal. John thoughtfully conducts the stranger to the office and introduces him to the principal.
3. Louise takes her small brother to kindergarten for the first time and introduces him to his teacher.

PLAYING A LET'S-GET-ACQUAINTED GAME

We're here so short a time before

We go to unknown ends.

We may not meet in other worlds;

Let's hurry and be friends.

REBECCA McCANN

I. Choose a leader. He will call in turn on each member of the class to introduce himself. When it is your turn, *stand up* and *speak up*. Give your name and tell something interesting about yourself.

What games do you like?	What is your favorite sport?
What books do you like?	Name your favorite movies.
Where have you travelled?	What kind of club do you like?

When the introductions are finished, the leader will give each of you a number. He will then ask each number in turn to stand. The other members of the class will write the names in the order in which the pupils stand. The one who names the most pupils correctly wins.

II. Discuss why it is important to remember names. How can one learn to do this?

III. Introductions may be awkward at first, but in time they will become natural and easy for you. Hold a class discussion on the following self-help guides. Practise each guide as you discuss it.

Guides for Making Introductions

1. To introduce a boy to a girl, say the girl's name first; as, "Nancy, may I introduce John?" "Nancy, this is John" is also correct.
2. To introduce a younger person to an older person, say the older person's name first; as, "Mrs. Williams, may I introduce (or present) Bob Jones?" (*Present* is more formal.) "Father, may I introduce Jack Murray?" or "Father, this is Jack Murray." "Mr. Parker, may I introduce my friend, Bob Foreman?"
3. To introduce a man to a woman, say the woman's name first; as, "Miss Walter, may I introduce Mr. Taylor?" (The man always stands.)
4. To introduce a very distinguished person either to a man or to a woman, say the name of the distinguished person first; as, "Mr. Justice Browne, may I present Mr. Smith?"
5. To acknowledge an introduction, say, "How do you do?" or "Good-evening, Miss (or Mr.) —" (repeat name of person introduced). *Hello* should never be used in response to an introduction. Men usually shake hands as they are introduced.
6. To make conversation easy for people you have introduced, mention some common topic of interest.
"Miss Brown, this is John Cain."
"How do you do, John?"
"How do you do, Miss Brown?"
"John likes to make models of historic boats. Since you like ship pictures, I thought you would enjoy seeing his models."



IV. Dramatize the situations pictured above.

V. Divide into groups of six or eight each. Within each group, partners may take turns in dramatizing the following situations before the group. Each group may choose one couple to present a dramatization before the class. The class will judge whether or not introductions and acknowledgments are made correctly and easily.

1. Introduce a boy in the class to a girl.
2. Introduce a classmate to the teacher.
3. Introduce the principal of your school to the class.
4. Introduce your mother to the teacher.
5. Introduce your teacher to a distinguished person, such as your school superintendent.

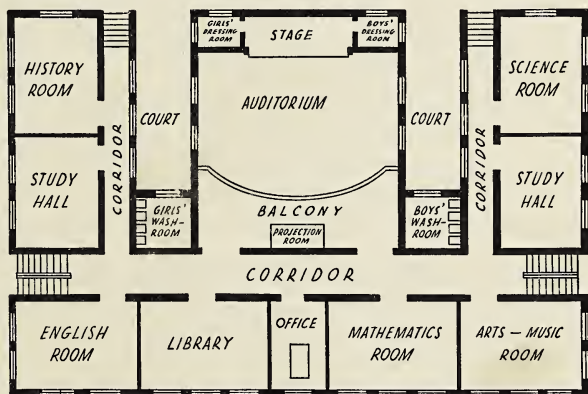
VI. Select a leader to introduce to each other two classmates who are interested in sports, in reading, in traveling, in hobbies, or in games. Let these two carry on a short conversation. They may each introduce two others, and so on, until all have had a chance to talk.

VII. List the names of classmates whose interests you know. Opposite each name write a hobby you might mention in introducing that person to someone of his own age.

GETTING ACQUAINTED WITH THE SCHOOL

I. How would the diagram below help you to find where some of the classes meet in the Wilson Junior High School? How are the hallways indicated?

Using directions such as *left* and *right*, locate for a stranger a study hall, the auditorium, the music room, the mathematics room, the English room, the library, and the science room, with regard to the office.



PLAN OF THE FIRST FLOOR OF THE WILSON JUNIOR HIGH SCHOOL

II. Draw a plan for one floor of your junior high school. Number and name each room. To help you do this, your teacher will conduct you through the building or you may go in groups of two or three. On this trip take any notes that will help you in making the diagram or in reporting to others what you see.

III. Tell how a diagram may help to explain other things about the building, such as the arrangement of the library or the seating plan of the auditorium.

IV. Discuss this old Chinese adage:

A picture is worth ten thousand words.

GIVING DIRECTIONS

I. A visitor in the English room of the Wilson Junior High School asked the way to the science room. Look at the diagram on page 7 and criticize these directions, which George gave:

When you go out of the door, go down this hall. At the end of the hall turn that way. It is the room next to the study hall on that side of the building.

II. Using the diagram on page 7 and the guides below, direct a visitor to the mathematics room from the library; to the nearest study hall from the music room; to the auditorium from the science room.

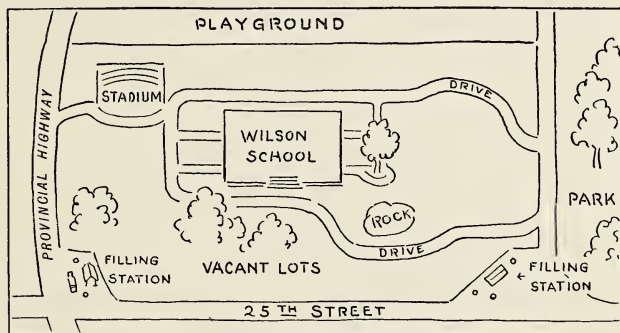
Guides for Giving Directions

1. Form in your mind a picture of the route.
2. Give the directions in the right order.
3. Use *left* and *right* to indicate directions.
4. Use landmarks.
5. Use diagrams, if possible.

III. Using a diagram of your building, ask a classmate to give directions, such as how to go from the library to the principal's office or from the gymnasium to the nurse's office. Check the directions by the guides above.

IV. Plan for your class a treasure hunt in which the "bag of gold" is candy or something equally desirable. Draw a diagram or map to be used by the treasure hunters. Write directions to explain your map or diagram.

In the example below, has the writer followed the guides for giving directions? How does the diagram help?



MAP FOR TREASURE HUNT

Directions. Choose partners. Each pair will be given a copy of the map. The treasure hunt will take place within the territory indicated by the map. The top of the map is north. *Do not at any time cross the Provincial Highway.*

The hunt will start from the Wilson School. The first clue will be beside a large rock near the building. Read the clue, and leave it exactly where you find it. From that point go in groups of two.

There will be eight clues besides the one at the rock. The last one will lead to the treasure. When you have finished the hunt, go to the gymnasium.

Write some of the clues in rhymes:

Where skull and crossbones are
marked on the tree,
Nine steps east the clue will be!



GETTING ACQUAINTED WITH SCHOOL FORMS

I. Observe the form below. Is it filled out correctly? Why should forms be filled out neatly and carefully?

Forms like these are filed alphabetically according to the last name. For this reason the pupil puts his last name first. Why must he put a comma after it?

REGISTRATION CARD			
THE WILSON JUNIOR HIGH SCHOOL			
Name	<u>Jones, Harriet</u>	Grade	<u>7</u>
	Last Name First Name		
Date of Birth	<u>1925 June 6</u>	Birthplace	<u>Toronto, Ont.</u>
	Yr. Mo. Day		
Street Address	<u>1246 Main Street</u>	Phone	<u>No. 4826</u>
Date of entrance to this school	<u>Sept. 9, 1937</u>		
School attended previously	<u>Central Grade School</u>		
Name of parent or guardian	<u>Frederick Jones</u>		
Occupation of father	<u>Salesman</u>		
In what School District do you live?	<u>Wilson</u>		
Township	<u>Pitt</u>		

II. Copy the card above and fill it out with information about yourself.

III. Copy and fill out the absence or tardiness form on page 11. How should you sign your name? Which blanks should the teacher fill in?

IV. Make a program card like the one on page 12, giving your own schedule of classes. Fill in the subject and the room for each day of the week.

EXCUSE FOR ABSENCE OR TARDINESS

To the Principal:

Date Sept 16, 1937~~Tardy on (date)~~~~Period~~

I was

Absent from School (date) Sept 15 ~~days~~ or periods 1The reason was Sickness

I desire to have the absence or tardiness excused and to be admitted to classes.

Admit

Excuse

Times

Absent

Signature of Teacher

Prin.

Times

Absent

Signature of Teacher

Pupil

1st Period 1 R. Cart 6th Period

2d " 7th "

3d " 8th "

4th " 9th "

5th "

Have you written your last name first? Have you followed directions?

Have you written neatly? Would you be willing to have visitors look at your card?

V. The teacher will put on the board or furnish you with samples of forms for your school. Copy them and practise filling them out. Have you observed the following guides?

Guides for Filling Out Forms

1. Read directions carefully.
2. Put your last name first, with a comma after it.
3. Give all the information required.
4. Write neatly and legibly.

PUPIL'S DAILY PROGRAM

First Term, 1937Name Eldredge, Anna Grade 7

Time	Period	Monday		Tuesday		Wednesday		Thursday		Friday	
		Class	R	Class	R	Class	R	Class	R	Class	R
<u>8.15-9.00</u>	<u>1</u>	<u>Home room</u>	<u>212</u>	<u>History</u>	<u>212</u>	<u>History</u>	<u>212</u>	<u>History</u>	<u>212</u>	<u>History</u>	<u>212</u>
<u>9.05-9.50</u>	<u>2</u>	<u>Math.</u>	<u>110</u>	<u>Math.</u>	<u>110</u>	<u>Math.</u>	<u>110</u>	<u>Math.</u>	<u>110</u>	<u>Math.</u>	<u>110</u>
<u>9.55-10.40</u>	<u>3</u>	<u>Phys. Ed.</u>	<u>75</u>	<u>Study</u>	<u>115</u>	<u>Phys. Ed.</u>	<u>75</u>	<u>Study</u>	<u>115</u>	<u>Phys. Ed.</u>	<u>75</u>
<u>10.45-11.30</u>	<u>4</u>	<u>English</u>	<u>210</u>	<u>English</u>	<u>210</u>	<u>English</u>	<u>210</u>	<u>English</u>	<u>210</u>	<u>Library</u>	<u>219</u>
<u>11.35-12.20</u>	<u>5</u>	<u>Home Ec.</u>	<u>216</u>	<u>Science</u>	<u>100</u>	<u>Home Ec.</u>	<u>216</u>	<u>Science</u>	<u>100</u>	<u>Home Ec.</u>	<u>216</u>
<u>1.15-2.00</u>	<u>6</u>	<u>Home Ec.</u>	<u>216</u>	<u>Art</u>	<u>118</u>	<u>Home Ec.</u>	<u>216</u>	<u>Art</u>	<u>118</u>	<u>Home Ec.</u>	<u>216</u>
<u>2.05-2.50</u>	<u>7</u>	<u>Club</u>	<u>80</u>	<u>Music</u>	<u>60</u>	<u>Study</u>	<u>115</u>	<u>Music</u>	<u>60</u>	<u>Study</u>	<u>115</u>

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EXPLORING THE CLUBS

Do you like to work with others? Do you like to plan programs? If you do, you are a "clubbable" person.

I. Make a list of all the clubs offered or that you think should be offered in your school. Discuss the purpose of such clubs as the following: Junior Red Cross, Stamp, Coin, Hog, Calf, Poultry, Cooking, Sewing, Story-tellers, Radio, Photography, and Dramatic.

II. Some of the purposes of clubs are given in the list below. Discuss each purpose.

Clubs offer new interests.

Clubs train for the better use of spare time.

Clubs help in developing courtesy and good manners.

Clubs help one to manage himself better.

Clubs give many opportunities to learn to speak well.

Clubs help develop friendships.

Clubs help the reputation of the school.

Clubs add new meanings to the regular class work.

Some people collect postage stamps; some butterflies, minerals, coins, or other things. But I collect friendships—the finest things in the world to collect.

EXPLORING YOUR HABITS OF WORK

I. Discuss the meaning of each of the following famous sayings. With which of them do you agree? Why?

1. Victory equals will.
2. Nothing is impossible to a willing heart.
3. Few things are impossible to diligence and skill.
4. *Impossible* is a word which the weak-willed use too frequently.

5. To believe a thing impossible is the way to make it so.

6. To the timid and hesitating everything is impossible because it seems so.



Are you afraid to tackle something that is hard to do —

7. Do not think that what is difficult for thee to master is impossible for man; but if a thing is possible and proper to man, deem it attainable by thee.



— or do you do it with a grin?

II. Study together this topic: “Better Habits of Study.” Appoint committees to present a new topic each week, and during the following weeks let each member of the class try out the suggestions. Some starters for you to discuss are given below. See also suggestions given in the books about study named on page 19.

1. If you dread a job or a lesson, say, “I like this. This is easy. I can do it!” Keep saying this until you really believe it. It will help you to do the task.
2. How much out-of-school study will you probably need to do in this grade? When is the best time to do it?
3. What supplies, such as books, pencils, and drawing instruments, should you have?
4. How fast should you be able to read silently a page from an easy lesson in geography, history, or literature?
5. Why should you read science books, and especially mathematics books, more slowly?

6. If you read too slowly, how can you increase your rate?
7. If you don't get the right meaning — facts or ideas — out of the material you read, what might be the cause? How can you find out what the cause is? What can you do to remedy the fault?
8. If you can't remember what you have read, although you understand it well enough, what can you do to help yourself?
9. Besides learning what the book says, what should you do in studying your lesson?
10. What attitudes toward study does the following sketch, written by a seventh-grade boy, show?

A TIME FOR EVERYTHING

"Hey, Jim, come on out and play baseball with the gang," called Bill Farley at Jim Compton's front door.

"I'm sorry, Bill, but I have to do my lessons now because I'm going out tonight."

"Aw, come on, you big sis. What's the harm if you never get that stuff?" said Bill, pointing disgustedly toward the mathematics book Jim still held in his hand as he came to the door. "And besides, can't you get it in school tomorrow?"

"Well, I could do this in study period tomorrow, but I want to help Mr. Norton set up that science apparatus during the third period. I have an idea for making my own dynamo if he'll give me a little help. I got a new book on electricity at the library yesterday, and it gave me a lot of ideas. You know that old battery . . ."

Before Jim could say any more, his friend had turned and walked away in disgust.

"I'll play with you Saturday," Jim called after him. But Bill didn't answer.¹

¹ From Lewis and Lesser's *Adventures with Books and Libraries*.

III. Make a study schedule for yourself. Explain how it helps you to have your lesson prepared and gives you time for outside activities. Have a bulletin-board display of the schedules as you discuss their merits.

THERE IS ALWAYS A BETTER WAY

I. Discuss with your classmates the following statement:

If you think you are bright, or dull, or just average in ability, you can't use any of these beliefs as an argument for doing little work. No matter what grade your ability is, *you* can raise it. This is an obligation that is born with you. It is the difference between mankind and other animals. A bluebird on the day of his death knows little more than on the day he had his first practice in aviation. But in the human mind there isn't a thing that can't be improved.

A newspaper writer put it like this:

The best verse hasn't been rhymed yet,
The best house hasn't been planned.
The highest peak hasn't been climbed yet,
The mightiest rivers aren't spanned.

Don't worry and fret, faint-hearted,
The chances have just begun.
For the best jobs haven't been started,
The best work hasn't been done.

BERTON BRALEY¹

II. Name some things you think should be done better.

EXAMPLES. Improving the brakes on a bicycle; making automobile tires; making bendable glass; improving the quality of corn, wheat, or other crops; studying a lesson; selling goods; writing a book; making lead pencils, fountain pens, or stockings.

¹ Copyright by Berton Braley.

III. Write a few sentences telling what things the junior high school will probably help you to do in new and better ways. These pictures will suggest ideas:



ACTIVITIES OF EVERYDAY LIFE

OTHER INTERESTING THINGS TO DO

I. Have a good-manners question box. Any pupil who has a question about what is the correct thing to do will place his question in the box. A committee will plan the discussion in which the questions will be answered.

II. Select a leader and have a class discussion on improving manners in these places :

- | | |
|----------------------|------------------------|
| ✓1. In the halls | 6. On the street-car |
| 2. In the classrooms | 7. At the school games |
| 3. In the library | ✓8. At school parties |
| 4. In the lunch room | 9. In the shops |
| 5. On the street | 10. In the auditorium |

III. Write a good-manners play in which you include the common courtesies. Give the play before the class.

IV. Pretend that the chairman of the school board, who has asked for suggestions for improving the school building, visits your class. Discuss your suggestions with him.

V. Make a list of the new words you need to learn. Add to this list :

vocational home economics laboratory classical

VI. Make a handbook giving the history of your school, its traditions, clubs, school songs, school yells, the honors the school has received, and other information.

VII. Keep a chart showing how you spend your time for an entire day. Indicate approximately the time you spend sleeping, eating, studying, reading, playing, taking care of your person, and doing other things. Criticize the use of your time. Which activities are most important? Which should be given more time?

VIII. Make a poster of good-health rules or safety rules for junior-high-school pupils to observe.

IX. Draw a series of cartoons showing the effects of bad health habits on study and success.

X. Select items for a good-citizenship code for your class. Consult the Girl Guide and Boy Scout codes.

XI. Organize an information booth for your school. Collect and arrange the material you will need.

USING THE LIBRARY

New books, old books, books of daring deeds, books of far-away lands, books about great men and women amuse, delight, and instruct us. You will enjoy reading some of these books in your leisure time:

Bennett, Ethel Hume .	<i>A Treasure Ship of Old Quebec</i>
De la Ramée, Louise .	<i>A Dog of Flanders</i>
Hall, Jennie	<i>Buried Cities</i>
Lee, Yan Phou . . .	<i>When I Was a Boy in China</i>
Michaëlis, Karin . .	<i>Bibi: A Little Danish Girl</i>
Putnam, David Binney	<i>David Goes to Greenland</i>
Pyle, Katharine . . .	<i>Tales of Wonder and Magic</i>
Rogers, Grace McLeod	<i>Stories of the Land of Evangeline</i>
Terhune, Albert Payson	<i>Lad: A Dog</i>
Webster, Jean . . .	<i>Daddy-Long-Legs</i>

The following books will help you to judge and to improve your habits of study:

Bliss, Walton Boyd. .	<i>Your School and You</i>
Graves, Mildred, and Ott, M. M. . . .	<i>Your Home and Family</i>
Hall, Florence M. . .	<i>Manners for Boys and Girls</i>
Lewis, E. E., and Lesser, Goldie D. .	<i>Adventures with Books and Libraries</i>
McNelly, Alston E..	<i>Study Mastery</i>
Myers, George E., Little, G. M., and Robinson, S. A. . .	<i>Planning Your Future</i>
Post, Emily	<i>Etiquette</i>
Sandwick, Richard L.	<i>Study and Personality</i>
Wallace, William Stewart	<i>A Reader in Canadian Civics</i>
Whipple, Guy M. . .	<i>How to Study Effectively</i>

REVIEW, TEST, AND PRACTICE

OMITTING UNNECESSARY WORDS

Test I. Many good conversations are weakened by the use of unnecessary words.

Copy these sentences, omitting unnecessary words:

1. This here book is the one I want.
2. That there boy has it.
3. Did you give it to that there girl?
4. Those over there are the ones I want.
5. May I take out this here book?
6. Please hand me that there book.
7. I don't understand this here problem.
8. That there girl is using the book I want.
9. This here problem is the hardest in the list.
10. That there battery needs to be charged.

If further drill is necessary, make sentences of your own similar to those above. Exchange papers and correct your classmate's paper.

Test II. Omit the unnecessary words as you copy the following sentences. Remember that in these sentences only *one* subject is needed for each sentence. In the first sentence, if the subject is *father*, the pronoun *he* is not needed.

1. My father he works at Mr. Brown's store.
2. Mary she carries his lunch to him every day.
3. The lunch it is usually a good one.
4. Mother she knows how to make things taste good.
5. She says that my brother he is old enough to work.
6. The Browns they lived in that house.
7. Our lesson in English it isn't long enough.
8. One boy in our room he is always tardy.
9. Our janitor he is sick today.

If you made mistakes, do the following exercise.

Test III. Copy the following, omitting nine unnecessary expressions. Think carefully of the meaning of each sentence.

When we lived in that there house, we had a pet squirrel. This little squirrel it would eat from my hand. My cousin Mary she didn't know about this here pet of ours. When she first saw the squirrel, she got some nuts. As soon as she opened her hand, the squirrel it took hold of a nut. My cousin she nearly fell off the porch with excitement. "I'm going to get some more nuts," she said. "That there squirrel it has a lifelong friend in me. Where does the cunning creature live?"

"It's my pet," I replied, "and it lives in that there tree."

AVOIDING THE DOUBLE NEGATIVE ERROR

Test I. Read the following sentences aloud, supplying the correct words from the parentheses:

1. I (have, haven't) drawn no illustration for my talk.
2. James hasn't (any, no) diagram, either.
3. I've (scarcely, not scarcely) had time to prepare my report.
4. Don't you know (anything, nothing) about your topic?
5. Mary hasn't looked up (anything, nothing) in the library.
6. We (could, couldn't) hardly expect to do well without preparation.
7. (Have, Haven't) you never heard the saying, "Well prepared is half the battle"?
8. There (is, isn't) but one more day for preparation.

Compare your sentences with those of your classmates. Your teacher will tell you whether you made errors.

If you are sometimes confused when using **negatives** (no words), do the following exercise.

Practice. List all the negative words you know. Be sure to include *scarcely* and *hardly*. Remember that only one negative word is needed to express a negative idea, thus:

He *didn't* tell *anybody*. (Not "didn't tell nobody")

Mary *could hardly* keep the secret. (Not "couldn't hardly")

Write two sentences for each item listed below. Begin the first sentence with *I haven't any*. Begin the second sentence with *I have no*.

EXAMPLE. I *haven't any* pencil.

I *have no* pencil.

- | | |
|--------------------------|------------------------------|
| 1. report to give | 5. time to lose |
| 2. diagram to make | 6. directions to give |
| 3. bicycle to ride | 7. topics for explanation |
| 4. assignment to prepare | 8. reference book to consult |

Test II. Write two sentences for each of the following words:

not	no	only	hardly
none	never	scarcely	rarely

REVIEWING COMMON VERBS

Test. Write on a sheet of paper the numbers from 1 to 25. After each number write the correct verb forms chosen from the parentheses in the sentence of that number.

1. The captain has (chose, chosen) his team. Fred was (chose, chosen) first.
2. Have you (took, taken) your turn at bat, or have you given it up?
3. Jim hasn't (took, taken) his turn yet; perhaps he has (gave, given) it up.

4. He has (gave, given) his turn to Mark.
5. Mark (did, done) his best, but it hasn't (did, done) any good.
6. Play faster! I'm nearly (froze, frozen).
7. It has (began, begun) to snow!
8. Once I (swam, swum) in the lake while it was snowing.
9. I think the batter must be (froze, frozen).
10. Hasn't Mother (spoke, spoken) to you about wearing your overcoat? You should have (know, known) better.
11. I've (spoke, spoken) to you about this before.
12. Have you (saw, seen) my bat?
13. I haven't (saw, seen) it since this morning.
14. It was (lying, laying) on the floor of the closet.
15. I believe it has (lain, laid) there for several days.
16. (Sit, Set) down over here and await your turn.
17. Harry is (sitting, setting) on the side lines, too.
18. I thought he had (went, gone) to school.
19. Hasn't his little brother (went, gone) already?
20. I believe the bell has (rang, rung).
21. No, the bell hasn't (rang, rung). It is (broke, broken).
22. Miss Berry has (wrote, written) to order a new one.
23. I haven't (drank, drunk) my cocoa yet.
24. We (lay, laid) down in the shade to cool off.
25. (Sit, Set) the two chairs on the porch.

If you had errors, the teacher will place you in a group with others who made similar mistakes. Your group will work together to master the correct forms.

Practice I. On the next page are listed three forms of some troublesome verbs in the test. Practise reading each form with the expression at the top of the list.

<i>Today I</i>	<i>Yesterday I</i>	<i>Many times I have</i>
begin	began	begun
choose	chose	chosen
take	took	taken
forget	forgot	forgotten
freeze	froze	frozen
speak	spoke	spoken
see	saw	seen
lie	lay	lain
sit	sat	sat
go	went	gone
ring	rang	rung
break	broke	broken
give	gave	given
do	did	done
know	knew	known
write	wrote	written
swim	swam	swum
drink	drank	drunk

Practice II. Make up conversations in which the various groups use their troublesome verbs. Thus:

First speaker. I *saw* a tiger at the zoo.

Second speaker. I *saw* two tigers at the zoo.

Third speaker. Harry said that he *had seen* as many as three tigers at the zoo.

Fourth speaker. Do you believe he *has seen* as many as three?

First speaker. I'm sure I don't know how many he *has seen*. I know that I *saw* only one.

Second speaker. Probably the zoo has more tigers now than when you and I *saw* them.

The conversation is continued until all members of the group have drilled on *saw* and *seen*.

Practice III. Choose committees to plan pre-tests, remedial work, and follow-up exercises for the verbs that the class as a whole seems to find most troublesome. The tests and exercises below and on pages 26 and 27 will serve as models.

Using Forms of Lie and Lay

Pre-test. Choose the correct form of *lie* to fill each blank below. Read the sentences aloud.

Jack is ____ on the couch. He has ____ there for some time. Is Shep ____ on the newspaper? Shep, you must not ____ on our newest literature! ____ on the rug. Shep has ____ on the paper until it is crumpled. When Jack ____ down, Shep always wants to ____ beside him. The faithful dog ____ at his master's feet.

If you made errors on the test above, study the following sentences carefully and read the explanation below:

To lie (to recline)

I *will lie* in the shade.

John *is lying* there now.

I *lay* there yesterday.

John *has lain* there for an hour.

To lay (to place)

I *will lay* the pencil here.

Mary *is laying* her pen here, too.

John *laid* his book on my desk yesterday.

He *has laid* it there often.

The word *lay* is a Dr.-Jekyll-and-Mr.-Hyde sort of word. Sometimes it is part of the verb *to lie*, meaning "to recline"; sometimes it is part of the verb *to lay*, meaning "to place." If you will remember the following statements, you will not be confused.

1. When the word *lay* is part of the verb *to lie* (meaning "to recline"), it is always used in past time.

Yesterday I *lay* dreaming.

2. When the word *lay* is part of the verb *to lay* (meaning "to place"), it is never used in past time.

I *will lay* these books on the desk.

Lay your books there, too.

3. When *lay* means "place," it is always followed by the name of the article that is placed.

In the sentence, "Lay your knife on the table," what article is placed? Name the objects placed or to be placed in the sentences on page 25 under the verb *to lay*.

Remedial Exercise. Read the following sentences aloud, filling each blank with the correct form of *lie* or *lay*:

High in the Andes Mountains ____ a little lake. When we visited it, we found it ____ like a jewel sparkling in the late afternoon sun. After our tiresome climb we ____ our blankets on the ground and ____ down to rest. There we ____ watching the lake until the sun had set. Near the shore lily pads ____ on the surface of the water. In the sunlight the water ____ still as a mirror. Soon vivid colors seemed to be ____ beneath its surface.

Progress Test. Read the following sentences aloud, filling each blank with the correct form of *lie* or *lay*:

The Indian scout ____ his weapon on the ground. Then he ____ down to sleep. When he was tired, he would ____ sleeping until daybreak. Sometimes he ____ very still near the enemy's camp. Often he ____ on the crest of a hill, waiting for a telltale movement by the enemy. At other times, hoping to get a better view, he would climb a tree and ____ along one of its branches. In this way he ____ clever plans for surprise attacks.

Using Forms of Sit and Set

Pre-test. Read the following sentences aloud, filling each blank with the correct form of *sit* or *set*:

The cat usually ____ on that cushion. That is where her bowl of milk is usually _____. She is ____ there now. Has she been ____ there all the time? She has ____ there looking at you. See, Tabby is ____ up now, begging for her saucer of milk. ____ it beside her.

Sit means "rest." *Set* means "place."

These sentences are correct:

Let's *sit* in this row.

Set the bowl here.

Remedial Exercise. Read the following sentences aloud, filling each blank with the correct form of *sit* or *set*:

While John was ____ out the onions, Mrs. Robin ____ on the fence watching him. She was ____ there hoping that John would dig up some big, fat worms. Near by ____ her four young nestlings, clamoring for food. No matter how many worms she ____ before them, they are always hungry. Sometimes Mrs. Robin flies to the end of the garden, where she can ____ and rest, far away from the greedy little birds.

Progress Test. Read the following sentences aloud, filling each blank with the correct form of *sit* or *set*:

Good-morning, Mrs. Smith. Come right in and ____ down. Mary, ____ that little rocker by the door for Mrs. Smith's son. Don't you want to ____ in the little chair, Tommy? Don't you remember how you ____ in that rocker the other day? Your friend Johnny ____ in that chair yesterday. Fido will show you how he can ____ up and beg. ____ your basket on the table, Mrs. Smith. While we are ____ here, let's try to decide where we should ____ the fence between our yards.



H. Armstrong Roberts

WHAT GOOD TIMES DOES THIS PICTURE RECALL?

UNIT II. PLAYING THE CONVERSATION GAME

I. Select a class leader and carry on a conversation suggested by the picture on the opposite page and by the following questions:

1. What is your favorite indoor sport? your favorite outdoor sport? What sport do you consider most strenuous? most dangerous? Which requires the greatest skill? the greatest strength?
2. Who in the sports world are the leaders in baseball? in basketball? in tennis? in other sports? Tell an interesting story or anecdote about one of these leaders.
3. What is the meaning of the word *sportsmanship*? Give an example of good sportsmanship that you have witnessed or about which you have heard.
4. What exciting moment have you experienced in a baseball game or other contest? The following titles may suggest an idea to you:

Touchdown!	The Pushmobile Race
A Tie Game	A Successful Defeat
A Lucky Catch	An Unexpected Finish
Thrills and Spills	When the Gun Went Off
"Home Run" Harry	The Hit That Won the Game

Often a conversation leads to topics far different from the one with which it started. Why is this true?

II. Discuss these questions about your conversation:

1. Did almost everyone or only a few take part?
2. Which topics seemed to arouse the most interest?
3. Who were the best conversationalists? Why?
4. Did the class as a whole enjoy the conversation?

WHO IS A GOOD CONVERSATIONALIST?

Many years ago a famous Frenchwoman said, "I just adore conversation! I talk all the time and listen to no one!"

Do you think she was a good conversationalist?

I. Estimate the number of hours a day you spend conversing with others. List the reasons why it is important to learn how to converse easily and naturally. On what occasions

do we need to know how to guide a conversation?

II. Hold a class discussion about the following statements. Vote on which of the statements are true and which are false.



A good conversationalist is one who :

1. Listens attentively.
2. Talks most of the time.
3. Asks questions occasionally.
4. Sees something interesting in the most commonplace experiences.
5. Knows when to talk and when to keep still.
6. Feels an interest in other people.
7. Is usually trying to be funny.
8. Tries to draw shy people into the conversation.
9. Becomes offended when his opinions are attacked.
10. Says unkind things about people.
11. Talks about his own experiences.
12. Often uses the pronoun *I*.

III. At the end of the discussion, write a list of at least five things that a good conversationalist does. Combine the individual lists into a single list and write it on the blackboard.

Compare your list with the one on the chart below. Note your errors on a chart, using this one as a model.

SELF-HELP GUIDES FOR CONVERSATION			
	Sept. 10	Sept. 17	
1. Did I make worth-while contributions to the conversation?	I think so	Yes	
2. Did I take a fair share in the conversation?	Talked too much	Talked too much again	
3. Did I encourage others to talk by listening attentively and asking questions?	Didn't listen all the time	Better	
4. Did I speak clearly, distinctly, and pleasantly?	Mispronounced <i>just, get</i>	Mispronounced <i>just, for</i>	
5. Did I use good English?	Misused <i>saw</i>	<i>Father he</i> (Omit <i>he</i> .)	
6. Did I look at the members of the group when I was talking?	No	Part of the time	
7. Did I sit or stand at ease without slouching?	No	A little improvement	
NAME <i>Robert Jameson</i>			

Do not try to follow all the guides at first. Select one or two points to emphasize in each conversation until you can observe each of them fairly well, but do not let them get in the way of a happy, free exchange of ideas.

JUDGING A CONVERSATION

I. Judge the following conversation by the guides you have set up:

Harry looked up from the model aeroplane he was building. "It would be much simpler if we could fasten wings on our shoulders and fly like birds. Don't you think so, Jack?" he remarked.

"That's impossible," Jack replied, without glancing up from the small radio set he was repairing.

"Why?"

"Because men haven't the muscle power that birds have. Look at a chicken's breast and wings and see how much stronger the muscles are in comparison with the bird's weight than are the muscles of a man's arms and shoulders in comparison with his weight."

"But motors could be used."

"Yes, indeed. Maybe some day we shall have individual aeroplanes that we can slip on and off just as we do life preservers."

"I suppose by that time we'll have radio sets that fasten to a coat lapel and television screens that can be carried in a pocket."

"That's too good to be true!" Jack sighed. "In that case I'd not have to spend two days repairing this radio set; I'd simply take it to the watchmaker."

"The watchmaker!" Harry groaned, dropping the hammer with which he had been tacking the wings on the body. "That reminds me! Did I tell you that last night Uncle



Bob came in unexpectedly from Edmonton? He brought me a wrist watch — 18 jewels, just what I've always wanted. But can you imagine what I did? Ten minutes after he gave it to me, I dropped it on the floor! Now it's at the watchmaker's, getting a new crystal. Mother says I'll have to earn the money to pay for it."

"I'm sorry about the watch, but I know how you can earn a quarter."

"How?"

"Weed Mrs. Clark's garden."

"Thanks for the suggestion. I'll do it, though it makes my back ache even to think of it. By the way, I wonder why someone doesn't invent a weeding machine. In the meantime, I'm off to Mrs. Clark's. Good-bye. Don't let anything happen to my aeroplane."

How many different subjects did Harry and Jack mention? Show how each subject led to new ideas and subjects and how the subject was tossed like a ball from one boy to the other.

II. Think about a recent conversation in which you have taken part or which you have overheard. Tell the class what topics were discussed, how one topic led to another, and what the conversation told you about the speakers.

WHAT SHALL WE TALK ABOUT?

Talk about people and things you like, about recent events in your community or in the great world, about hobbies and sports, and about funny or thrilling experiences.

I. List on the blackboard the topics that you and others have talked about in the last few days. Put your topics under headings like these:

<i>What We Do</i>	<i>What We See and Hear</i>
As a Hobby	Radio Programs
At a Picnic	Unusual Birds
To Earn Money	New Styles in Automobiles
<i>What We Read</i>	<i>What We Think</i>
Sport News	About Farm Life
Advertisements	About a Football Game
Magazine Articles	About a Favorite Movie Star

Now begin a conversation about a live topic. After the class has talked about it for a few minutes, observe what ideas have been exchanged and how one topic has led naturally to another. Judge the conversation by the guides on page 31.

II. Your teacher will divide the class into groups of four or five members each. Each group may sit apart for five or ten minutes and talk quietly about any topics that seem to be of interest to the majority of the group. For a beginning use one of the topics in the list you have made or a topic of common interest. Here are some possible starters:

1. I wish I had been with Rear Admiral Byrd when . . .
- ✓ 2. If I should go to England, I should like . . .
3. I feel sorry for some of the animals at the zoo, for . . .

4. Waterton Lakes National Park is a wonderful place because . . .
5. One of the characters in books most interesting to me is . . .
6. Geography is an interesting study if . . .
7. Cats are more intelligent than dogs because . . .
8. If I were going on a long trip, I would rather go by bus than by . . .

III. What do you think of the quotations listed below? Find others in Burton Stevenson's *The Home Book of Quotations* or in another book of quotations and discuss them in class.

And when you stick on conversation's burrs,
Don't strew your pathway with those dreadful *urs*.

OLIVER WENDELL HOLMES

Silence and modesty are very valuable qualities in the art of conversation.

MONTAIGNE

Inject a few raisins of conversation into the tasteless dough of existence.

O. HENRY

A single conversation across the table with a wise man is better than ten years' study of books.

HENRY W. LONGFELLOW

COURTESY IN CONVERSATION

I. Discuss the following statements. Explain the meaning of each statement and tell why you do or do not agree with it.

1. Courtesy in conversation, as elsewhere, is merely a form of unselfishness.
2. Teasing and boisterous joking put everyone at ease.
3. Better not speak at all than say what is useless.
4. An abrupt change of subject is sometimes thoughtless.

5. Personal questions are often embarrassing. They have no place in conversation.
6. A popular conversationalist is witty and light-hearted rather than gloomy and complaining.
7. A wise man's speech is never loud, showy, or boastful.
8. A courteous person often interrupts others.

II. Boys and girls are sometimes discourteous in one or more of the following ways:

1. Interrupting the conversation of others
2. Tactlessly criticizing the work of others
3. Monopolizing the conversation
4. Over-advertising themselves
5. Sharply opposing another person's opinion
6. Bluntly contradicting others

Choose pupils to revise and to dramatize the following conversations. Make them more courteous.

1. (*Overheard in a schoolroom*)

First Leader. I choose Mary.

Second Leader. I choose James.

John to First Leader. Choose Emma next. She can spell.

First Leader. No, I wouldn't have her. I'll take Sarah, even if she is a poor speller.

2.

Beth. I can knit a sweater with long sleeves in half a day.

Sue. But that's impossible. Only an expert can do that.

Beth. Oh, I know a woman who's done it, and I can knit better and faster than anybody I know.

3.

Jane. Henry's report was interesting, but I wish he had told us a little more about hibernating bears.

John. I think Henry's report was poor. His subject was "Hibernating Bears," and he didn't stick to it.

Charles. Henry's report was interesting, but I believe he should change his title to "Interesting Facts about Bears" or something of the sort.

Henry. Thanks for suggesting a new title. I wanted to write about hibernating bears, but when I couldn't find anything on that subject, I neglected to change the title.

4.

Teacher. Will either of you volunteer to visit Mary's home and see why she isn't in school?

Sarah. My mother wouldn't permit me to go on that street.

Jane. I shall have to ask my mother first before I can promise.

5. (*Overheard in a classroom*)

Teacher. Julia, what answer did you get for the problem?

Julia. I am . . .

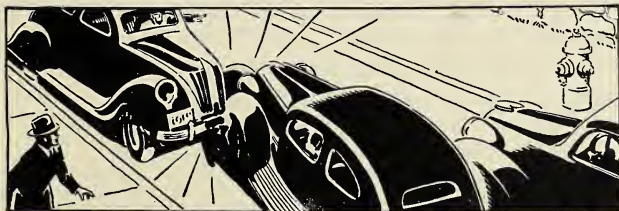
Jane (interrupting). I know. The answer is \$56.

6. (*Boys around a camp-fire*)

Teddy. My father is an all-round sport. He plays ball with us and takes us hunting and fishing. Whenever I want anything, I just ask my dad and I get it. He's one swell fellow.

Bill. My father is a good pal, too.

Teddy. Yes, but my dad has lots of money. He's going to get me a big automobile when I'm sixteen years old.



DO YOU INTERRUPT OTHERS VIOLENTLY?

III. Choose a partner and prepare to give before the class a conversation that starts from one of the following topics:

My Dog	My New Skates
Our Club	My New Bicycle
A New Book	A Strange Pet
A School Play	My New Neighbor
A Recent Game	A Trip by Automobile
An Accident	My Stamp Collection
Library Rules	The Automobile Show
Our Lunch Room	New Styles in Dress
A Recent Movie	The School Paper
The Last Assembly Program	
A Famous Baseball (or Football) Player	

After the conversation is finished, discuss the courtesy or the discourtesy shown.

IV. Select two pupils to enact the remainder of the following incident. Judge how well each meets the situation.

JOHN'S LESSON IN CONVERSATION

Mrs. Smith turned from the telephone and called, "John, please hurry right down to the station. Your cousin Myra is coming in on the three-thirty train."

"But, Mother, I can't. I don't know her. I shouldn't know what to say to her."

"I'm sorry, John, but there is no one else to send. If you see a girl about your age looking for someone, that will be Myra. Take her to the waiting-room and entertain her until your father comes for you. Hurry."

John was far from happy as he set forth. What could he say to this strange girl from Vancouver? Should he talk about the weather or mountains or bears? Just before

he reached the station he had an inspiration. Hadn't his father always declared that women liked to talk? Aren't women only grown-up girls? Why not get Cousin Myra to do most of the talking by simply asking her questions about the Fraser River?

PUTTING OTHERS AT EASE

I. Mary has moved into the neighborhood from another town. Of course she doesn't know anyone and feels very much alone. Jane is trying to make her feel at home by having her meet some of her friends.



Jane. Sally, I'd like you to know Mary Todder. Mary, this is Sally Jones. Mary has just moved into the house next to us and is going to be a member of our class.

Sally. I'm glad to know you, Mary. I hope you'll like our school as well as the one you came from.

Mary. I'm glad to know you, Sally. Yes, I think I'll like the school. Everyone seems very pleasant and willing to help me in this new place.

II. Often we can make a new or shy acquaintance feel at ease by mentioning a mutual friend or a well-known place or hero or by telling a joke to relieve stiffness.

Dramatize one of the following situations:

1. You desire to get acquainted with a strange boy or girl who has moved into the neighborhood. The stranger will attend your school.
2. Your mother asks you to entertain for a few minutes an acquaintance of hers from Montreal or some other well-known city.

3. A friend of yours has a sprained ankle. Call on your friend to tell him or her what is going on at school.
- ✓ 4. Two boys tell a third boy about a baseball game.
5. Three boys hold an informal conversation about one of their hobbies — stamp or coin collecting or the like.

WATCHING PRONUNCIATION IN CONVERSATION

I. Discuss how careless pronunciation hinders conversation. Are you lip-lazy or tongue-lazy? Are any of these your pronunciation demons? Which have two pronunciations?

egg	cello	recess	apricot
can	corps ✓	argue	program
any	cruel ✓	pretty	attacked
get	which ✓	always	popular ✓
aged	creek	ballet ✓	bouquet ✓
Arab	extra	buffet	diamond ✓
deaf	often ✓	family	envelope ✓
milk	rout	height	regular
root	thresh	catsup ✓	chauffeur ✓
route	column ✓	stomach	February
many	cleanly	interest	industry ✓
poem	because ✓	English	forehead
adult	arctic	eczema ✓	arithmetic

II. Are you unfair to any of the letters in the following words when you pronounce the words?

won't you	doing	have you	thinking
naturally	did you	strength	probably
would you	can't you	won't you come	were you

CONVERSATIONAL FUN

I. Can you give an illustration like the following to show how a joke or an anecdote may put spice into a conversation or save a situation?

TO THE RESCUE

"The party is a flop!" Anne thought miserably. "Why can't we find something to talk about?"

James apparently felt the need of coming to Anne's rescue, so he began bravely, "Did I tell you what my little brother Tommy said today?"

"No," yawned Fred, "must you?"

James pretended to hurl a pillow at Fred and then continued, "Tommy said the superintendent of schools visited his class today. Mother asked if Mr. Miller said anything to them. 'Oh, no,' Tommy told her. 'He just washed the windows and then left.'"

In the general laughter that followed, tongues were loosened, and soon everyone was chatting gaily.

Here is another illustration. Give it a good title.

Billy has been called to his science teacher's desk for an interview after school. He is uneasy about it, since he has not completed his science project. He is having difficulty in finding suitable material. Four o'clock comes, and he shuffles into the laboratory, fighting his embarrassment.

Teacher (chuckling). Bill, did you hear what happened in my room today?

Bill. Eh-h, no, sir, I didn't.

Teacher. Well, Stanley Jones took Jack Melcher's hand and placed it on the window glass. Then he asked Jack if he could feel anything. Jack said he couldn't. Then Stanley asked, "Can't you feel the *pane*?" and you should have seen Jack blush. Now, Bill, what can I do for you tonight?



"CAN'T YOU FEEL THE *PANE*?"

II. Discuss the following guides for telling anecdotes. What changes would you suggest? Judge the anecdotes on page 41 by your own list of guides.

Guides for Telling Anecdotes

1. An anecdote or a joke should be suited to the audience.
2. It should fit in naturally with the rest of the conversation.
3. It should be brief.
4. The main point should be saved until the last.
5. The story-teller should show interest in his joke, but should not laugh while he is telling it.

✓ III. Select an anecdote to tell to the class. First say it over to yourself or to a friend so that you are sure it is appropriate and that you can tell it well. Your classmates will judge it by the guides you have just discussed.

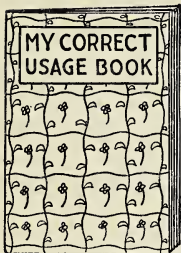
IV. Choose a partner and prepare to carry on a conversation in which one or more anecdotes are brought in naturally. Your teacher will choose two or three couples to take turns in setting a pattern for the class.

✓ V. In the following sentences choose a better word to use in place of each italicized word :

1. This is a *swell* day.
2. I think this is a *horrible* lesson.
3. I had such a *nice* time at the party.
4. Mary is wearing such a *cute* dress.
5. Mother baked a *lovely* cake.
6. The scout leader is a *grand* person.
7. These pickles are *awful* sour.

8. I think lavender is a *terrible* color.
9. It is *pretty* hard to make a basket every time you shoot.
10. Sammy threw the ball *real* hard.

OTHER INTERESTING THINGS TO DO



WHAT OTHER TITLES CAN YOU SUGGEST FOR YOUR
ENGLISH NOTEBOOK?

I. Discuss plans for keeping an English notebook.
Here are some suggestions for chapters:

Self-help Lists
Words I Misspell
Favorite Quotations
Rules for Punctuation
Words I Mispronounce
Troublesome Word Forms
My List of Story Titles
Rules for Capital Letters
New Words I Have Mastered
Ways the Dictionary Will Aid Me
Things I Need to Know about Sentences
Reading List (Books I Have Read and
Books I Want to Read)

What other chapters might you include?

II. Dramatize the conversation that might take place if two or more members of your group suddenly found themselves in some strange situation, such as one of the following:

Adrift in a Balloon

Kidnapped

In an Automobile Wreck

Trapped in a Cave

Marooned on a Desert Island

Lost in the Desert

III. Cut from old newspapers or magazines articles that you feel would be of interest to the class. Attach a brief statement to each article, telling in what publication you found it and giving the title, the author's name (if known), and the date of the publication. Write a few sentences telling why you chose the article. Read the article in class and discuss it.

IV. Perhaps your teacher will permit you to have a conversation party. Later on you may wish to list on the blackboard the topics discussed by the various groups. Or you may plan a school party which you would like to give for your parents. Discuss how you can receive and dismiss the guests graciously and what you need to do to make them feel at home.

USING THE LIBRARY

I go into my library, and all history rolls before me. . . . I see the pyramids building; I hear the shoutings of the armies of Alexander . . . I sit as in a theatre—the stage is time, the play is the play of the world.

ALEXANDER SMITH

Most story-books are full of interesting conversation. Visit a library and select a book that contains lively conversation. Read to the class a short selection that you like.

These titles will suggest others:

Alcott, Louisa M. . . .	<i>Little Women</i>
Dickens, Charles . . .	<i>A Christmas Carol</i>
Kästner, Erich	<i>Emil and the Detectives</i>
Malot, Hector H. . . .	<i>Nobody's Boy</i>
Mukerji, Dhan Gopal . .	<i>Kari, the Elephant</i>
Pyle, Howard	<i>Merry Adventures of Robin Hood</i>
Ransome, Arthur . . .	<i>Pigeon Post</i>
Tarkington, Booth . . .	<i>Penrod</i>
Tarkington, Booth . . .	<i>Penrod and Sam</i>
Twain, Mark	<i>Adventures of Tom Sawyer</i>

REVIEW, TEST, AND PRACTICE

AVOIDING RUN-ON SENTENCES

One of the commonest mistakes made by boys and girls in conversation is that of running sentences together. Read the paragraph below. Is it pleasing?

The lion was coming toward the man and its mouth was open and its cruel teeth were flashing and the hunter leaped aside and with a roar the enraged animal stopped in his tracks and the hunter managed to draw a bead and bang roared the gun and another lion bit the dust.

✓ *Practice I.* Copy the paragraph above and break it into sentences. Use the correct *start* and *stop* signs. What stop signs are used for sentences that make a statement?

✓ *Test.* Copy the following paragraph and divide it into sentences. Omit unnecessary *and*'s and put in the necessary punctuation and capitals. Then read the paragraph aloud. Why is it better?

We had an exciting experience last night and it happened about midnight and Father had just turned out the light

and he started to get into bed and suddenly he yelled loudly and we rushed into his room and it was pitch dark and a bat was in the room and it had flown against him and Mother turned on the hall light and it attracted the bat and she then opened the screen door and the bat whizzed over my head and out of the door and each of us heaved a sigh of relief.

Practice II. Discuss in class each of these reasons for using good sentences:

1. Good sentences are pleasing to the ear.
2. Good sentences make reading easier.
3. Good sentences make the meaning clearer.
4. Good sentences are needed in clear, straight thinking.

RECOGNIZING AND USING COMPLETE SENTENCES

If a friend says to you, "My hat," are you puzzled? Do you ask, "What about your hat?" If he says, "My hat that blew away," are you still puzzled? Of course you are. You ask, "What happened to your hat that blew away?" If he says, "My hat that blew away was found in the creek," you know his complete thought. Your friend has used a complete sentence.

Incomplete — My hat

Incomplete — My hat that blew away

Complete sentence — My hat that blew away was found in the creek.

A sentence expresses a complete thought.

Practice I. Which of these groups of words express complete thoughts? Make sentences of the incomplete groups.

1. The wind blew furiously
2. The man in the boat

3. The waves dashed the boat against the rocks
4. They almost gave up hope
5. A rescue party of half a dozen men
6. With loud cries of joy
7. Wet but very happy

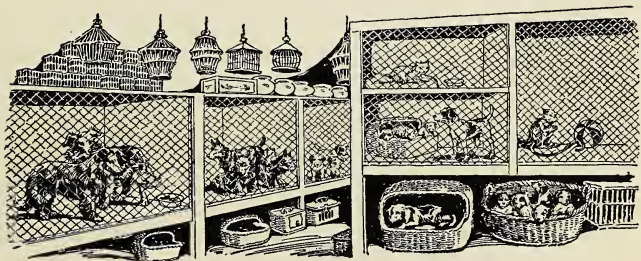
✓ *Practice II.* Rewrite the following report, combining the sentence parts to make complete sentences wherever necessary :

NEW IDEAS FOR OLD

A great many old beliefs. About feeding dogs. Have been disproved. Almost all of us have heard. If you feed your dog raw meat it will make him cross. It has been proved. That raw beef is a perfect food for dogs. When a dog gets distemper. If you can feed him beef in some form, he probably will get well again.

Some people claim puppies must have vegetables. To make them strong. Dogs are not like children. Vegetables are not nourishing to them. A dog will get both vitamins and better food. If you feed him raw beef.

There is another old belief. About feeding dogs. If you give your dog milk and meat at the same meal. It will make him sick. It is about as likely to make him sick. As drinking a glass of milk with your dinner. Is to make you sick.



✓ *Test I.* The following will test your ability to recognize complete sentences. Write the numbers 1 to 18 on a sheet of paper. Opposite each number write *incomplete* if the group of words is not a sentence. Write *complete* if the group of words is a sentence.

1. Mr. Jones, the manager of a business firm
2. He was interviewing two high-school graduates
3. One of them for a stenographer
4. Both applicants had satisfactory references
5. Both had pleasing personalities
6. Which one of the two girls
7. Mr. Jones dictated a letter
8. He asked the applicants to type it
9. As quickly as possible
10. Each of the neatly typed letters
11. He was able to make his decision almost instantly
12. Because one of the applicants
13. One girl had written a sentence fragment
14. The manager did not employ her
15. Ignorance of sentence structure and punctuation
16. Especially a stenographer
17. One girl secured a position because she understood sentences
18. It pays to use correct, complete sentences

✓ *Practice III.* Complete each of these sentence fragments as you copy it:

1. John, growing nervous and excited
2. After a lunch of sandwiches and milk
3. The band down the street
4. The courageous, triumphant boy
5. Because she worked hard
6. Because of the weather
7. The aeroplane which was flying overhead
8. The light, fluffy clouds in the sky

Test II. Copy the following paragraph, omitting unnecessary *and*'s:

It was a dark and stormy night and I was all alone and the wind was blowing fiercely and the lights had gone out. The rain was dashing from the skies above and the dog snuggled at my feet and every time it thundered he shuddered and howled and I felt afraid and I didn't know what to do and finally it stopped raining.

A GAME OF "THUMBS UP"

Write a list of ten word groups, some of which are sentences. Appoint critics to stand at the front of the room. As a pupil reads his ten selections, the critics will turn their thumbs down for each fragmentary or run-on sentence and up for each complete sentence. If a critic holds his thumbs up or down at the wrong time, the pupil reciting takes the critic's place. The point of the game is to put out the critics as quickly as possible.



THE TWO PARTS OF EVERY SENTENCE

The following examples will help you to understand the two necessary parts of a sentence.

<i>Person, place, or thing</i>	<i>What he or it did or was</i>
John	fell down.
The thoughtless boy	laughed at him.
John	picked himself up.
The mud puddle	was deep.
John	was an awkward boy.
He	walked rapidly down the street.

✓*Practice I.* The word groups below lack the part that names the person, place, or thing about which something is said (the **subject**). Copy each group and supply a subject for it.

1. ____ discovered America.
2. ____ was a well-known explorer.
3. ____ fell thick and fast.
4. ____ made his way through the snowdrifts.
5. ____ barked loudly at the rabbit.
6. ____ was frightened by the barking.
7. ____ felt sorry for the rabbit.

*The part of a sentence that names the person, place, or thing about which something is said is called the **subject**.*

Practice II. The most important word in the complete subject is called the **simple subject** of the sentence. The simple subject is usually a noun or a pronoun. It names or stands for a person, a place, or a thing.

List the naming words that you supplied as subjects in Practice I.

✓*Practice III.* Make a list of all the nouns you can think of that name parts of an aeroplane, a bicycle, a radio, an automobile, or any other object. Then use each of the nouns as the subject of a sentence.

✓*Practice IV.* The following word groups do not make sense because they are only subjects. They lack the part that tells what the subject *does* or *is* (the **predicate**). Copy each group and supply a predicate for it.

1. Mark Twain ____.
2. Charles Dickens ____.
3. A cold day ____.
4. Two hunters ____.
5. The boys on the shore ____.
6. The rabbit in the brush pile ____.

✓ *Practice V.* Copy the following groups of words, adding subjects or predicates where needed:

1. The man in the picture
2. was paddling a canoe
3. is ploughing a field
4. The Governor-General of Canada
5. had not been of any use
6. were willing to do their part
7. The girl on horseback
8. The boy with the football
9. had been walking several miles
10. were going abroad

N.B. The part of a sentence that tells what the subject is or does is called the *predicate*.

N.B. A sentence that contains only one subject and one predicate is called a *simple sentence*.

✓ *Practice VI.* Write ten simple sentences. Then copy the first five sentences, leaving out the subject. Copy the second five, omitting the predicate. Exchange papers and complete your partner's sentences.

✓ *Practice VII.* Write a series of ten word groups. Make five of them sentences and five of them fragments. Let your partner select the ones that lack a subject or a predicate and supply the missing parts. In each case he should label the part supplied *subject* or *predicate*.

RECOGNIZING SENTENCES

Test I. The exercise on page 52 will test your ability to distinguish between complete sentences, sentence fragments, and run-on sentences. Write the numbers 1 to 20 on a sheet of paper. After each number write *complete*, *fragment*, or *run-on*.

EXAMPLES. Mary came late to school *complete*
 Early in the morning *fragment*
 John went home he forgot his book *run-on*

1. Came to camp early in the morning F
2. A stream of bright sunlight F
3. Frank arose from bed he dressed quickly R
4. And on the way F
5. How long the road was it seemed endless R
6. At last he reached the creek C
7. Beginning to fish F
8. He at first had no luck he began to be discouraged F
9. Gradually the sun rose high in the sky C
10. Did he find his luck changing C
11. First he caught some small fish they were sunfish R
12. About to land a big one F
13. He lost his balance completely C
14. And headlong into the river F
15. Without an instant's warning F
16. His dog jumped in, too, Fido swam to the rescue F
17. Dripping, they both crawled out of the water C
18. The hot sun very soon dried both of them C
19. Down from a cloudless sky F
20. They set out toward home how tired they were R

A perfect score is 8 *fragment*, 6 *complete*, and 6 *run-on*.



FISHERMAN'S LUCK

✓*Practice I.* Rewrite the incomplete word groups in the test on page 52, forming them into complete, correctly punctuated sentences with the right start and stop signs. Underline each subject once and each predicate twice.

Practice II. Write the rules for the *stop* signs used to show various kinds of sentences.

✓*Practice III.* Explain why the following word groups are not sentences. Add whatever is necessary to make each a complete sentence.

- | | |
|----------------------------------|-------------------------|
| 1. A broken windowpane | 4. There before her |
| 2. Under the attic roof | 5. Hooted at the moon |
| 3. The owl with the mournful cry | 6. The frightened child |

Practice IV. Each of the following word groups is made up of two sentences run together. As you read the groups aloud, show by your voice where each sentence ends.

1. If you are not sure whether a group of words is a sentence, read it aloud then you can easily tell.
2. Do you always read over your stories before handing them in you should.
3. Form a habit of checking your work for errors why is this a worth-while habit?
4. Many mistakes are caused by carelessness rather than by ignorance avoid carelessness.
5. Mistakes in spelling are avoidable use your dictionary to find the correct spelling.
6. People often interrupt each other it is not very courteous.
7. Always keep your clothes as neat and clean as possible you'll look better.
8. Try to be helpful to others who are less fortunate than you are they will appreciate it.

9. Use complete sentences when writing a report it makes your topic easier to understand.
10. Don't mumble when giving an oral report it is a strain on the people who have to listen.

✓ *Practice V.* Copy the word groups in Practice IV, dividing them into sentences.

✓ *Practice VI.* Copy this paragraph, omitting unnecessary *and*'s. Add the correct punctuation and capitals.

Soon it was time for lunch and Frank laid aside his fishing rod and he hunted for a grassy plot near by and he then brought forth a couple of thick sandwiches and he shared them with his dog and after he had finished eating, he sauntered down to the river and he stretched himself full length under a great oak tree and he drowsily watched the slight stirring of the leaves above him and at last he fell asleep and meanwhile the dog amused himself by chasing any insects he happened to spy and presently he lay down beside his master and slept, too.

✓ *Test II.* Write the numbers 1 to 20 on a sheet of paper. After each number write *fragment* or *complete* or *run-on* to describe the word group of that number.

1. Frank as soon as possible F
2. His mother was gone C
3. He put his fishing pole away C
4. To sit on the front steps C
5. Presently down the road F
6. He saw two small figures trudging toward him C
7. He recognized John and Tommy they were carrying fishing poles R
8. As soon as the two boys F
9. He yelled for them to come over they came running R
10. Hoping to get some cookies F
11. The pantry door was locked he could not find the key R

12. The disappointed boys on the grass *F*
13. Soon a game of mumble-the-peg *F*
14. Tommy had a new knife it was a large one *R*
15. The other boys took turns in using it *C*
16. Frank offered to trade his old knife *C*
17. A maple-leaf nickel besides *F*
18. Tommy refused to trade he was proud of his knife *R*
19. Frank's mother soon returned she found the boys arguing loudly *R*
20. Two cookies apiece stopped the argument at once *C*

A perfect score is 8 *fragment*, 6 *complete*, and 6 *run-on*.

✓ *Test III.* Copy this paragraph omitting unnecessary *and*'s. Add the correct punctuation and supply the necessary capitals. After your paragraph has been corrected, read it aloud.

The whole pioneer settlement had decided to move to a new location and the men took the livestock and went down the river and a few days later the women and children followed on flatboats and Jane and Anne were two young girls who went with their mothers on this journey and one day while they were floating down the river the Indians on the bank fired on the boats and the boatmen returned the fire and then the Indians launched a canoe and tried to reach the flatboat on which the girls were drifting and Jane and Anne helped to upset the canoe with a long pole and after that the men who were in charge of the flatboat let the girls steer the boat for an hour and the girls were constantly on the look-out for signs of Indians and they didn't see any more Indians that day and that night they didn't camp on shore they floated quietly with the current and made no fires finally they arrived safely at a settlement and went ashore and settled there and named the town Lookout.



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LEARNING TO USE THE TELEPHONE WHEN VERY YOUNG

UNIT III. IMPROVING YOUR SPEECH

HOLDING A CLASS DISCUSSION

I. Many of our conversations are carried on over the telephone. When you use a telephone, do you ever think about its magic story?

Find the story of the telephone in an encyclopedia, such as *The World Book Encyclopedia* or *Compton's Pictured Encyclopedia*. Hold a class discussion on its history as you study the story and the pictures. The following may help you also.

YOUR VOICE AROUND THE WORLD

There's magic in your telephone. Behind your calls there are precious metals, mysterious, glowing tubes, great forces of men and women, tall buildings, complex machines, and world-wide co-operation. There are tiny minuteness and unbelievable magnitude.

For instance, the wire over which your conversation starts is so small that it takes 63, laid side by side, to measure an inch across. Yet in length there's enough telephone wire on Canada and the United States to reach to the moon and back 170 times!

After all, it's something of a miracle that you can turn your voice into electrical current and then back into voice.

FRANKLIN M. RECK (*Adapted*)

II. List on the blackboard ways in which the telephone may be of use to a business man, a debutante, a housewife, a school child, and others. Write your lists under two heads: Social Calls and Business Calls.

III. Discuss with your classmates the following questions:

1. Is telephoning more or less expensive than telegraphing? Suggest situations in which one may be more efficient than the other.
2. When would a letter be a more desirable means of communication than a telephone call?
3. When is a personal call preferable to a telephoned inquiry? Why?

USING THE TELEPHONE DIRECTORY

I. Bring to class old telephone directories for your own town or a neighboring town. Study the table of contents. What information is given in the directory? In what order are names arranged? What is meant by a classified list?

Each member of the class may select and copy ten names from the directory. Choose partners and exchange lists of names. See which member of the team can first find and copy the telephone numbers of the names on his list.

II. Your teacher will write a list of telephone numbers on the blackboard. Take turns in pronouncing them distinctly. Say, "Cherry one, four, six, nine," not "Cherry one thousand four hundred sixty-nine."

III. Write the names of your classmates, followed by real or imaginary telephone numbers. See how quickly you can copy them in correct alphabetical order.

IV. Make an alphabetized telephone directory of the friends and neighbors to whom you or your family telephone frequently. Print or write it neatly so that it may be posted over your telephone at home.

COURTESY IN TELEPHONING

The conversation given below illustrates one way in which a telephone may be useful to you.

R-r-ring-ng-ng-ng!

"Hello! Harry Collins is speaking."

"Hello, Harry! This is Jack. I called to ask you about the English assignment for tomorrow."

"We're to prepare a two-minute talk about an experience we've had with animals — pets or wild animals. I'm going to tell how my rabbit got away last week and ate up the neighbor's lettuce."

"I wonder what I can talk about."

"Oh, you've had lots of pets! Why don't you tell about your poodle getting in a mix-up with our cat?"

"That's a good idea! It won't take me long to prepare the talk, and then I'll go up to the attic and practise saying it aloud."

"Why do you do that?"

"I like to get used to the sound of my own voice."

"I suppose that's the reason you're able to talk better than the rest of us. I think I'll try your plan."

"Thanks for giving me the assignment. Good-bye."

"I'm glad you'll be at school tomorrow. Good-bye."

I. What form of greeting did Jack and Harry use? What other forms are desirable? Did Jack have a definite purpose in mind when he called Harry? If so, what was it? Did he state it well? Why do you think so?

II. Discuss the following questions:

1. Why are long, aimless telephone conversations to be avoided?
2. When making a call, is it necessary to state your name? Give reasons for your answer.

- ✓ 3. What is meant by the slogan, "The voice with the smile wins"? What are the characteristics of a "smiling voice"?
- ✓ 4. Why should you never speak loudly when talking over the telephone? How can you speak so as to be easily understood?

III. From your discussion of the questions above, set up a list of guides to direct you in making telephone calls. Will the guides below apply equally well to social and to business calls? What would you add?

Guides for Telephoning

1. Consult the telephone directory if you are not sure of the number. Use the guide words.
2. Repeat or dial numbers accurately.
3. Give your name as soon as you begin to speak.
4. Stick to business in order to finish promptly.
5. Speak in a distinct and pleasant voice directly into the transmitter.

SOCIAL TELEPHONING

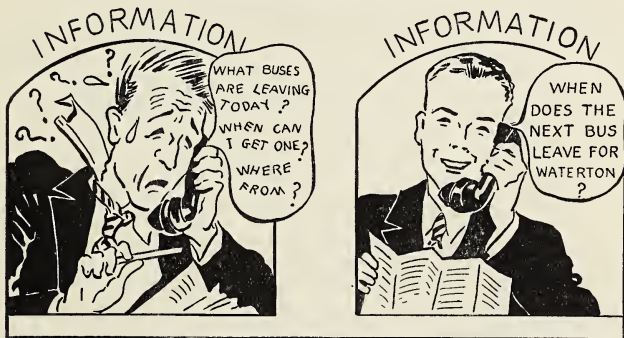
Install in your classroom a "dummy" telephone system or a real system with a loud-speaker attachment. Choose a partner and work out a brief telephone conversation to give before the class. These suggestions will aid you:

- ✓ 1. Call a friend and plan for a picnic or a surprise party. Be sure to state clearly your own understanding of each decision, or else approve definitely such a statement by your friend. Why should you rehearse the whole plan at the close of the conversation?
- ✓ 2. Call your mother and ask whether you may go swimming.

3. Call a friend and ask him or her to go to the movies with you. What arrangements will have to be made?
4. Call your grandmother over long distance and tell her when she may expect the family to arrive for a visit.

You may judge the success of your telephone conversations by the standards that have been adopted by your class.

BUSINESS TELEPHONING



I. In each case pictured above, what impression do you form of the person at the other end of the line? Which of the following telephone conversations is like the one pictured in the first cartoon? in the second? Which conversation is more business-like? Why?

1. "This is the bus station."
 "What time Friday afternoon can I get a bus to Medicine Hat?"
 "Five-fifty."
 "What is the round-trip fare?"
 "Three dollars."
 "When can I return Sunday night?"
 "Seven-forty."

2. "This is the bus station."
 "When does the next bus leave?"
 "To what city?"
 "Medicine Hat."
 "Morning or afternoon?"
 "Afternoon."
 "The only afternoon bus leaves at five-fifty."
 "What's the fare?"
 "A dollar seventy-five."
 "Is that one-way or round-trip fare?"
 "That's one-way fare. Round-trip fare is three dollars."
 "When does a return bus leave Medicine Hat?"
 "Morning or afternoon?"
 "I think afternoon — no, I mean evening."
 "Seven-forty."
 "What did you say the fare is?"
 "Three dollars for the round trip."

In the first example, what necessary information is given immediately by the person calling? Why is it more business-like to give such information without being asked?

Estimate the amount of time lost on fifty calls if each one required nine answers when only four were necessary.

II. Which of the following words describe the questioning in the first conversation? in the second conversation? Use your dictionary!

terse	1 concise	1 indefinite
wordy	1 pointed	2 systematic
vague	confused	3 business-like
planned	explicit	11 time-consuming

III. Improve the following conversation by making it brief, clear, and courteous:

"Royal Grocery? I want two pounds of butter."

"Poplar Grove butter is 37 cents a pound; Pine Valley, 43 cents."

"A pound of coffee."

"What brand of butter?"

"Oh, Poplar Grove is all right."

"Do you want our specially blended coffee?"

"Um — yes. What kind of fresh vegetables have you?"

"Parsley, carrots, peas, spinach, kale . . ."

"Oh, never mind. I don't want any. And send K.T. coffee instead of your brand. Hurry up with the order. Good-bye."

"Wait! Who is this speaking?"

"Oh, Mrs. Pest."

"Which Mrs. Pest?"

"Mrs. Ima Pest."

"What is your address?"

"1740 Main Street."

"North Main or South Main?"

"North, of course. Hurry up the order."

✓ IV. Choose a partner and prepare to give before the class a business telephone conversation suggested by one of the following situations:

- ✓ 1. Call the railroad station to find out about week-day trains to a certain city.
- ✓ 2. Call the local motor club to inquire about the best automobile route to a certain city.
- ✓ 3. Call the newspaper office and give an advertisement reporting the loss of a dog.
- ✓ 4. Call the grocery store and leave an order.
- ✓ 5. Call the telegraph office and send a telegram to a relative, announcing the time of your arrival for a visit.

V. In addition to the guides adopted by the class, use the questions on page 64 in judging the calls made.

1. Did the one who called tell immediately and clearly what kind of information was wanted?
2. Did he speak in short sentences, without repetition?
3. Did he ensure understanding of some of the difficult words by spelling them out; for example, "v as in *Victor*," "b as in *Boston*," "f as in *Frank*"?

If you need experience in telephoning, the teacher or your parents will give you other opportunities.

MAKING YOUR VOICE SPEAK WELL OF YOU

I. While you are conversing, what does your voice tell your listeners about your habits and character?

Study the pictures on page 65. Name other occasions you can think of where a good voice is important.

II. From among the people you know or hear over the radio, select the one who speaks in the most pleasing voice. From the following list choose words that describe his or her voice. Add to this list.

full	pipng	quiet	nasal
clear	rasping	shrill	colorless
harsh	modulated	sonorous	melodious

Find words to describe your favorite radio voice and the voices of a tired person, a grumbler, an excited person, an orator, and a gay, light-hearted girl. Judge your own voice and the voices of your friends by using the words above and others you may need.

III. Your speaking voice can be improved by breathing properly. Try this exercise:

1. Stand in an easy, relaxed position, with chin held in and up.
2. Inhale and exhale deeply several times, using the muscles of the abdomen. Hold chest and shoulders firm.



WHERE THE VOICE COUNTS MOST

J. E. A.—I—6

3. Read a paragraph, speaking a phrase or a sentence on each outgoing breath. Control the air supply so that air escapes gradually.



Do you think the children in the picture at the left are following these directions?

IV. Find in the musical scale the lowest and the highest note that you can comfortably sound. About halfway between the two you will find the tone that is the keynote of your speech and from which your voice is modulated. Young persons' voices are usually about middle C. Adult voices are lower.

V. Discuss these points in class:

- ✓ 1. Improvement in pronunciation usually means improvement in spelling. (See pages 69 to 73.)
- ✓ 2. Mistakes in word usage are sometimes due to indistinct pronunciation.
- ✓ 3. Indistinct speech is more often due to carelessness than to ignorance.
- ✓ 4. A rasping, harsh voice causes tenseness in the listeners.
- ✓ 5. A good voice is clear. It is not rough, husky, or nasal. It is pitched low, but it is not monotonous.

VI. Ask your teacher and your friends to help you discover what your particular speech errors are. Listen for them in every class, as well as at home and on the playground. Write them in your English notebook. Try to overcome one error at a time.

VII. Give in class a radio broadcast in which you apply the voice standards written by your class.

VIII. If you were training radio speakers, what remedies would you suggest for overcoming the following undesirable voice habits? Write brief answers.

1. Voice pitched too high or too low
2. Voice too loud or too soft
3. Speech indistinct because of lazy lips
4. Hesitation between words or insertion of unpleasant sounds, such as "uh," "s," or "er"

IX. Make tongue trainers such as the following to test your own and your classmates' ability to speak distinctly. Use various letter sounds.

Lily Lind lived a lively life in London Lane.

Shall she sell shoes or sea shells on the sandy shore?

Playful Pan pranced prettily past the prickly pears.

Sarah saw Susie's sister Selma sleeping soundly.

X. Choose a partner and practise reading aloud the tongue twisters above and those you have written.

WATCHING YOUR PRONUNCIATION

During a conversation have you ever been embarrassed by realizing that your mispronunciation of a word has caused amusement?

N.B.I. Read aloud the following paragraphs:

1. What movie did you see Thursday? I usually enjoy going to the theatre, don't you? Will you go with me next Saturday? We could go to the library afterward and probably get an idea or two for our geography lesson.

2. I have just studied my history lesson. John and I often read together. I don't know whether we waste time or not. I have an idea that we do. Perhaps we could do just as well if we studied alone. Sometimes we act mischievously. Every time we study together we just hope that no one will catch us acting foolishly.

N.B. II. Re-read the paragraphs in exercise I, making use of the following suggestions:

1. Use your lips actively as you say each word.
2. Open your mouth so that the words can come out.
3. Talk on the outgoing breath. Push your voice forward.
4. Speak slowly.
5. Pronounce each syllable and sounded letter. Say li'brar'y (not li'bar-y), prob'a-bly (not prob'ly), ge-og'ra-phy (not jog'ra-phy).

N.B. III. Try telling this story:

Judge (to the prisoner). What is your name?

Prisoner (mumbling). Otto Wellwood, sir.

Judge. What's that? Say it again!

Prisoner (repeats). Otto Wellwood, sir.

Judge. Spell it!

Prisoner. O-double t-o — W-e-double l-w-double o-d.

Judge. If you're trying to be funny, I will fine you for contempt of court!

N.B. IV. Practise reading aloud to a partner the following lines from well-known poems. Read distinctly.

1. The Assyrian came down like the wolf on the fold.
2. So light to the saddle before her he sprung!
3. "They're changing guard at Buckingham Palace . . ." says Alice.
4. He stayed not for brake, and he stopped not for stone.
5. Plunged in the battery smoke, right through the line they broke.
6. And out of the houses the rats came tumbling.

V. Select a chairman to keep a record of the words mispronounced by the class. From this list the leader can make brief sentences for drill. Each pupil can help by reporting the errors he hears.

VI. Weave into an exciting narrative several of the expressions listed below. Then read your story aloud, using care to pronounce words correctly. Decide which stories are most interesting.

February night
arctic cold
lovely heroine
dangerous route
compass lost
evidently a giant
tremendous height
cruel villain

fierce quarrel
advanced toward
really outwitted
handkerchief signal
partner recognized
lighted window
genuine comfort
difficulties overcome

THE DICTIONARY AS AN AID IN SPEAKING

I. Pronounce the words in the following lists. Use your dictionary to look up any pronunciation of which you are not sure. Check the words you find difficult, and practise them. Then use each word in a phrase or in a short sentence. Practise reading these aloud.

<i>Do not add a sound</i>	<i>Do not omit a sound</i>	<i>Give the correct vowel sound</i>
elm	eleven	get
idea	poetry	was
once	history	oil
across	perhaps	just
athlete	surprise	such
umbrella	necessary	roof
mischievous	government	catch

II. Write sentences in which you use words which you have heard mispronounced. Practise reading your sentences in class. Exchange sentences and listen for clear pronunciation.

HOW THE DICTIONARY SHOWS PRONUNCIATION

I. There are five ways in which dictionaries show pronunciation. What are they? See if you can discover them for yourself before reading farther.

II. Study a dictionary page assigned by your teacher and find examples that illustrate each of the five ways of showing pronunciation.

(1) *Syllabication*

The dictionary divides the words into *syllables*.

A **syllable** is a part of a word that can be uttered distinctly with a single impulse of the voice, thus: syl·la·ble.

EXAMPLES. *One-syllable words* — men, roof, quite
Two-syllable words — ad·mire', po'em, in'jure
Three-syllable words — his'to·ry, ac'ro·bat

Webster's Dictionary for Boys and Girls uses centred periods, and Annandale's *The Concise English Dictionary* uses hyphens, to divide words into syllables (except on the accented syllables).

(2) *Accent Marks*

The dictionary shows which syllable is to be *emphasized* by placing an **accent mark** (') over that syllable. Some words have two accents. The *primary* or *heavy accent* (') shows the syllable to be stressed most. The *secondary* or *light accent* (') shows that somewhat less stress is to be given another syllable, thus: il'lustra'tion.

✓ III. Copy these words, placing an accent mark over the proper syllable. Use the dictionary if necessary.

de lay
 hab it
 un der
 ris ing

art ist
 dur ing
 sure ly
 ma ture

per haps
 the a tre
 gen u ine
 ex cess

gri mace
 te leg ra phy
 hos pi ta ble
 in ter est ing

✓IV. Some words change their meaning when their accents change. Find in your dictionary two ways of pronouncing each of the following words. Copy the accent marks and tell the part of speech of each word as accented. Explain the difference by using each in a short, interesting sentence. Notice that one accent is used for the *noun* and the other for the *verb*.

object	present	permit	record
extract	contest	accent	desert
conflict	contract	subject	produce

(3 and 4) *Diacritical Marks and Key Words*

Signs called **diacritical marks** are used to show pronunciation.

Most dictionaries give **key words** with diacritical marks, as shown below for the vowels:

āle, chāotic, cāre, ādd, āccount, ārm, āsk, sofā; ēve, hēre, ēvent, ěnd, silĕnt, makĕr; ĭce, ĭll, charĭty; ōld, ōbey, ōrb, ōdd, sŏft, cŏnnect; fŏod, fŏot; out, oil; cūbe, ūnite, ūrn, ūp, circŭs, menŭ.

The use of diacritical marks is fully explained in every dictionary. When you are in doubt about such marks, consult your dictionary. The key words at the bottom of the pages show how vowels and consonants are pronounced. Read aloud the key words for the vowels given above. Find in the dictionary the key words for the consonants. Read them aloud.

✓V. Consult a dictionary and put the proper diacritical mark over the sounded vowel in each of these words as you copy it:

be	far	fate	flit	farm
me	for	fell	bite	burn
had	hut	nice	soon	gold

3(5) *Re-spelling*

The dictionary re-spells a word, when necessary, in order to show which letters are sounded, thus:

column (köl'üm)

VI. Look in a dictionary for the pronunciation of each of the following words. What *silent letters* do you find?

heat	often	salmon	crochet
hour	knife	though	thought
know	psalm	almond	virtual
gnat	sword	height	pneumonia

VII. The following words are frequently mispronounced. See which row or group can copy them correctly, divide them into syllables, and mark the accents properly in the shortest time. (Use your dictionaries; don't guess!) Then say the words aloud until you have mastered the correct pronunciation.

genuine	athlete	chimney	recognize
eleven	usually	piano	geography
picture	Italian	children	evidently
address	aviator	surprise	government
library	burglar	peculiar	mischievous
hundred	umbrella	different	photographer

VIII. Choose a partner and practise reading aloud the paragraph given below. Write for oral practice similar paragraphs which make use of the words listed in the preceding exercise.

Did you see the athletic event last Saturday? I always enjoy seeing the football eleven. The athletes are under strict discipline. Are you often surprised at the results of games? One never knows which team will win until the last player has gone across the line and the whistle has sounded.

✓IX. Look in a large dictionary like *The Shorter Oxford English Dictionary* for the meaning and the pronunciation of each of the following words. What can you discover about the origin of each word?

exchange	transmit	operate	dial
autograph	conversation	receiver	circuit

X. Before you leave this exercise, see if you can tell the *five ways* by which the dictionary shows us how to pronounce words. You may do this by choosing a partner who will pretend that he does not know these facts.

OTHER INTERESTING THINGS TO DO

I. You may enjoy dramatizing imaginary telephone conversations between famous characters of other times and places, thus:

1. The King of England congratulates the Duke of Wellington on his victory.
2. David challenges Goliath to battle.
- ✓3. Columbus confers with Ferdinand and Isabella about America.
4. Pasteur reports his findings to a friend.
5. Brom Bones tells a friend about the trick he played on Ichabod Crane.

II. The following topics may be used for group reports or for individual reports:

✓The Invention and the Inventor of the Telephone
 How a Switchboard Is Constructed and How It Is Operated (If possible, visit a telephone exchange for first-hand information.)

The Duties of Telephone Employees

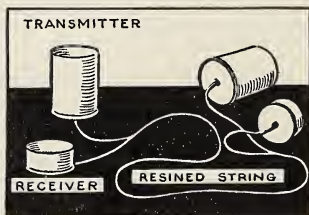
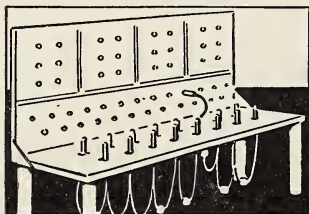
✓How to Dial a Telephone Number

✓What to Do When You Fail to Get Your Number

III. Prepare a program about the telephone to be given for another room or before the entire school.

1. Choose a suitable committee to select and organize material about the history and development of the telephone to be presented in brief, illustrated talks. Refer to encyclopedias. Write a letter to the local telephone company, asking for information.
2. Choose a committee to arrange entertaining telephone dialogues, illustrating good and poor uses of the telephone.
3. Choose a committee to attend to the details of advertising and to announce the program.

IV. Make a switchboard from a large box and telephones from tin cans, as shown in these pictures:



V. Make and illustrate charts or booklets about the invention and development of the telephone.

USING THE LIBRARY

He that invents a machine augments the power of a man and the well-being of mankind.

HENRY WARD BEECHER

You will want to read some true stories about electricity and its magic power. Find in the following books stories about Bell and the telephone and Marconi and the wireless.

- Bachman, Frank P. . . . *Great Inventors and Their Inventions*
- Bridges, T. C. . . . *Young Folk's Look of Invention*
- Craig, Gerald S., and Johnson, G. M. . . . *Our Earth and Its Story (Pathways in Science, Book VI)*
- Darrow, Floyd L. . . . *Thinkers and Doers*
- Parkman, Mary R. . . . *Conquests of Invention*
- Van Buskirk, Edgar F., and Smith, E. L. . . . *The Science of Everyday Life*
Compton's Pictured Encyclopedia (See "Telephone")
The World Book Encyclopedia (See "Telephone")

REVIEW, TEST, AND PRACTICE

PRONUNCIATION DRILL

Practice I. Choose a partner and pronounce the following words and groups of words clearly and correctly. Later use each in a sentence. Mark for further attention those that give you trouble in your speech.

Make a list of other words that are troublesome for you and your classmates.

get	going	pronounce
ours	catch	education
very	window	introduce
duty	yellow	American
news	pillow	professor
tune	stupid	orchestra
smile	theatre	hospitable
piano	avenue	positively
gather	society	vaudeville
forward	mischievous	accommodate

let me	going to	crept up
give me	sand pile	slept late
used to	except me	great deal
and then	for instance	looks well
kept on	I don't know	first hour

Make a special list of all words you mispronounce and drill on them until you have mastered them.

Practice II. Choose a partner and take turns in reading the paragraphs below or others containing words likely to be mispronounced. If you mispronounce a word, your partner may ask you to repeat the entire paragraph. Pronounce with particular care the words in italics.

1. I *don't know whether* or not you care for *outdoor* life as I do. It *seems to me* that I once *heard you* say that you *preferred* the city. But *perhaps you have* changed your mind since then. I'll guarantee that *our* delightful *weather* here in the mountains will convince *you* that city life is far from pleasant. *Can't you* visit us for the *next week end*? *Don't you know* that *you owe it* to yourself to take a brief vacation? The *fishing* here *used to be* first rate, and I *don't believe* it *can have* changed much. You *must have* an *old fishing* pole stuck away *somewhere* in your attic. But *whether* you have or not, hop aboard the Friday night train. *Let me* know *just* when you will arrive, and I *will have* fishing poles and fried chicken all ready for *you*. Remember, we're *going to* expect you! If you *don't have* time to write, *give me* a ring when you reach the village, and we'll drive down for *you* in our rickety beach wagon. You *might as well* come, *old man*, for we *won't accept* "no" for an answer.

2. The first *picture* in the *old-fashioned* reader was of a small child *playing* in a *sand pile*. The waves *crept up* to touch the base of the *sand pile*, but the child was too busy *with* her play to notice that the tide *was coming* in. It

looked as if she would be drowned, were it not for her large dog, which kept tugging at her dress.

3. *Are you going to act as umpire for that game? Perhaps John will play with us. Where did Harry put the suits which I brought with me? Didn't you bring your glove? Why can't you use Dick's glove? He must have an extra one here. You're spending a great deal of time in getting ready. Didn't you know we were to play today? There goes the other team onto the field! You ask if I'm excited? What do you think?*

Practice III. Members of the group that are practising pronunciation may take turns in playing stenographer and taking dictation from "business men," who read aloud from material that your teacher chooses.

PRONUNCIATION GAME

Six judges chosen from the class stand in front of the room holding large cards. Each card has *Go* printed on one side and *Stop* printed on the other side. A pupil appointed as "chooser" calls on a member of the class to pronounce words chosen from the lists on pages 75 and 76 or from another list. The one chosen may read or speak as long as he makes no errors and has the *Go* sign. At the first mistake the judges show the *Stop* sign.

If any judge fails to show the *Stop* sign at the proper time or shows it at the wrong time, another judge is appointed to take his place.

The winner is the speaker who pronounces the most words correctly.



Ewing Galloway

USING PNEUMATIC TUBES TO SPEED THE DELIVERY OF MAIL IN THE
CITY OF NEW YORK

UNIT IV. WRITING FRIENDLY LETTERS

WHAT MAKES A LETTER INTERESTING?

Who wrote the most interesting letter you or your family has ever received? What made it so?

Bring an interesting letter to school and read parts or all of it to the class.

I. Why would the letter on page 80 be pleasing to most girls?

Discuss these questions in class:

1. How did Jean succeed in making Martha feel that the letter was written especially for her?
2. Do you like the easy, friendly style of the letter, or do you prefer a more formal, dignified tone?
3. How many topics does the writer mention? Should a letter deal with few topics or with many? Why?
4. How many paragraphs does the letter contain? Why?
5. Why do the different kinds of sentences help to make the letter more interesting?

II. Why would the letter on page 81 be pleasing to most boys? Discuss in class in connection with this letter questions similar to those above.

III. Which of the topics below would prove of most interest in a letter to a young child? to a parent? to a classmate? List other topics suitable for letters to these persons.

The continued cold wave
Baby's bright remarks
Three little kittens

The class party
The family reunion
New fall clothes

1025 Fifth Street N.W.
Calgary, Alberta
February 28, 19⁻¹

Dear Martha,

I have a secret to tell you: Please don't breathe a word of it to a soul. I am writing a novel! I have already written one chapter and Daddy is typing it for me. The story is about the adventures of twins who live with their cruel aunt in New York. They run away and hide on a ship that is about to sail for Alaska.

Please don't tell my secret to anyone. Maybe you can give me some good ideas. I wish we could both be famous young writers just as L. M. A. was, don't you? That would be loads of fun and lots of hard work, too, no doubt.

Yours with love,
Jean Jackson

¹ In their own letters, pupils should write the date of the current year in full.

1310 Fifth Avenue West
Calgary, Alberta
July 2, 19—

Dear Joe,

At last I have seen the Calgary Stampede. It is everything I thought it was. There are chuck-wagon races, bucking broncos, cowboys riding steers, and Indians! From all over Southern Alberta the Indians come to show off their finery.

The Stampede is something like the round-ups that they used to have when Alberta was nearly all a ranching country. In some places they call it a rodeo; but in Calgary it's a Stampede, and no matter what you call it, it is really fun to watch. Now when I read a western story, I shall know more of what the author is talking about.

I think I liked the steer-riding best. Those cowboys! How they rode those bucking steers! But in the end they all got thrown off. I know that I should not have lasted half a second on one of those wild animals.

Your friend,
Charles

IV. Make a list of the desirable qualities of a friendly letter. Compare your list with these guides:

Guides for a Good Friendly Letter

1. A good friendly letter is natural. It sounds just as if the writer were talking.
2. It is cheerful, entertaining, and lively.
3. It deals with only a few topics that are of interest to the reader.
4. It remembers the reader by asking and answering questions.
5. It uses varied sentences and expressive words.
6. It is correct in form, with no errors in spelling, punctuation, grammar, or capitalization. The handwriting is legible.

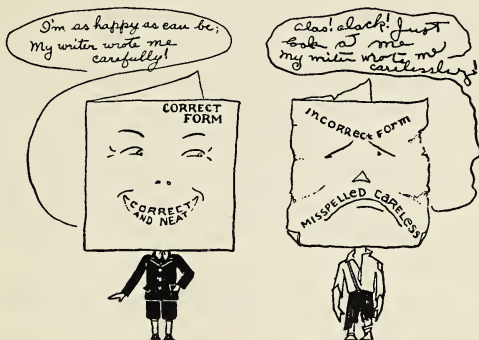
V. Write a friendly letter to one of the following:

- ✓ 1. A real friend
2. An acquaintance whom you admire
3. A character in fiction who you pretend is alive
- ✓ 4. A former schoolmate
5. A scout camp acquaintance
6. A pupil in a foreign country who wants to know about your country
7. Your family, telling about your experiences on a trip
8. An author, telling why you enjoy his books
- ✓ 9. A teacher whom you have had
10. A historical character (as John A. Macdonald), telling about life today

YOUR LETTER EXPRESSES YOU

Every letter you write fairly shouts out the kind of person you are. It tells whether you are kind or un-

pleasant, with many interests or none, careful or careless, neat or slovenly. It expresses *you*.



WHAT DO YOUR LETTERS SAY ABOUT YOU?

John and Henry are spending their vacation at the same camp. The following paragraphs are from letters that they wrote to their mothers. What does the first paragraph tell you about John? What does the second one tell you about Henry?

1. We finally reached camp tired and hungry after a long hard trip over the roughest roads in the country. On top of everything else, the evening meal was terrible; the cocoa was cold, my steak was tough, and even the potatoes were not well done. After sleeping on that lumpy bed, without enough blankets, I fully expect to come home with a bad cold or even pneumonia.

2. The trip to camp was delightful. We didn't see a single truck along the road. It hasn't been used since the lumber camp quit operating. After the trip in the bracing air, the first meal tasted mighty good. We had lots of fun curling up around the humps in our bunks. I have a slight cold, but I don't think it will amount to much.

MAKING THE COMMON UNCOMMONLY INTERESTING

I. In letters, as in stories, it isn't necessary to tell only important or exciting events in order to write interestingly.

Joel Chandler Harris was a well-known humorous writer who lived in Georgia. Do you know his Br'er Rabbit stories? In the letter on page 85 Joel Chandler Harris has succeeded in making an interesting letter from very commonplace happenings. How has he done it?

Answer the following questions about Joel Chandler Harris's letter:

1. How can you tell whether Minor is a man or a child?
2. What words and phrases are especially vivid or fitting?
3. How many topics does the writer discuss? Why are there three paragraphs?
4. What points have helped most to make ordinary things, such as a toad and guinea pigs and a wren, interesting?

II. Write a letter about some common, everyday happenings. Make it interesting by including details that you think the reader would like to hear. Try to *make the common uncommonly interesting*. Here are some suggestions:

1. Choose a classmate and exchange letters. Tell about your plans for the next vacation, your pet's favorite trick, or your visit to a museum, a broadcasting station, or some other place of interest.
2. Write to your grandmother or to your grandfather. Tell about a recent automobile trip, your attempts at gardening, the new kittens, your progress at school, or happenings at home.

Dear Minor,

I know of an old toad who is almost too fat to hop. He lives under the top step of the terrace, and sometimes, just for fun, I tie a piece of cotton to a string and wave it before his front door. When he is not fast asleep, he'll inch out, little by little, and presently snap up the cotton so suddenly and swiftly that the eye can't follow his movements. He thinks it's a moth; but when he finds he is mistaken, he lifts up a forefoot and pulls the string out of his mouth.

J. C., Jr. has a pen full of guinea pigs. They are very pretty and hungry, and the young ones can hop about and eat the day they are born. And then there is Nelly, the donkey, and also Muldoon, the bull terrier, and more bantams than you can shake a stick at.

Once a wren built a nest and raised a brood in the letter box on the front gate. That's why some folks call my place "At-the-Sign-of-the-Wren's-Nest." I hope you don't rob birds' nests. Confidentially, I don't think English sparrows are birds. Anyhow, they are not the kind of birds I like.

Your friend,
Joel Chandler Harris

3. Write to a friend in another city or county. Tell about the school play, the new neighbors, the book you have been reading, or your collection of stamps.

4. Write to a classmate who is ill. Make your letter as cheerful and entertaining as possible. Enliven it with humorous sketches.

When your first draft is corrected, copy it neatly on correspondence paper, proof-read it, fold it, and insert it in an addressed envelope. In proof-reading use a chart such as the one suggested on page 98.

TOUCHING UP THE PICTURE

A letter, like any other composition, is more interesting if you are careful to choose words that tell exactly what you mean. Compare the letter below with the one on page 87. Which gives more vivid pictures?

Woodstock, New Brunswick
April 29, 19—

Dear John,

I have a dog. He barked at two tramps. One tramp ran. The dog chased him. The dog bit him in the leg.

Your friend,
Tom

Does the opening sentence of the letter above, "I have a dog," tell you anything about the dog?

What does the opening sentence of the letter on page 87 tell you?

Woodstock, New Brunswick
April 29, 19—

Dear John,

Do you remember my shaggy white collie dog? He is as gentle as a kitten. But yesterday he saw two ugly-looking tramps sneaking around. So he growled fiercely at one of them. This poor, frightened man started to run away, but he stumbled and fell in a heap. The collie jumped on him and playfully nipped him in the leg.

I shall be glad to hear about something funny that has happened to you. So please write to me soon.

Your friend,
Tom

USING ADJECTIVES AND ADVERBS EFFECTIVELY

I. Notice that the words *my*, *shaggy*, *white*, and *collie* in Tom's second letter have added to the meaning of the noun *dog* by telling *what kind of* dog. The word *two* explains the noun *tramps* by telling *how many* tramps. The word *this* changes or modifies the meaning of the noun *man* by telling *which* man. To *modify* means to "change." That is why we call words such as *my*, *shaggy*, *white*, *collie*, *two*, and *this* **modifiers**.

In previous grades you have learned that a word that modifies the meaning of a noun or a pronoun is called an **adjective**. Find other adjectives in the second letter. Name the word modified by each.

II. In Tom's second letter, the word *fiercely* has changed or modified the meaning of the verb *growled*. So we call *fiercely* an **adverb**.

A word that modifies the meaning of a verb is called an **adverb**.

The adverb *fiercely* tells *how* the dog growled; the adverb *yesterday* tells *when* the dog saw the tramp; the adverb *away* tells *where* the man ran.

Find other adverbs in the letter on page 87. Test each of them to see whether it answers the question *Where?* or *When?* or *Why?* or *How?* or *How much?*

✓III. Rewrite the sentences below, adding modifiers that make the pictures more definite. Draw one line under each adjective modifier, and two lines under each adverb modifier.

<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>
1. Horse	trotted.	5. Horses	ran.
2. Jockey	sat.	6. White Star	ran.
3. Pistol	cracked.	7. Jockey	urged.
4. Crowd	roared.	8. White Star	won.

IV. *Adjective Game*. Divide the class into two groups. Choose a pupil to act as scorekeeper. Select a noun that can be described easily, as, *child*, *man*, *tree*. Each pupil gives an adjective beginning with *a* to describe the word, as, *amusing child*, *anxious child*, *arrogant child*. As soon as each pupil has given a word beginning with *a*, change to the letter *b*, and so on through the alphabet. The scorekeeper writes the words on the board as they are given. Anyone who repeats a word loses 1 point for his side. The group with the most points wins.

Adverb Game. Divide the class into two groups. Select a verb, such as *run*, *play*, or *jump*. Each pupil will give a word that modifies the verb, as, *run rapidly*, *run carefully*, *run slyly*. When the pupils can no longer give adverbs, select another verb and start again. If a pupil

fails to give a word or makes a mistake, it counts 1 point against his side.

✓V. Read the stories below, adding modifiers to make interesting and vivid pictures:

1. You will enjoy joke on Baby. Day was warm. Thermometer looked like candy to Baby. He grabbed tube. Into his mouth he thrust thermometer. Mother saw him. She snatched "candy."

2. Gong sounded. Firemen jumped from beds and slid down pole. Engines roared to fire. Hoseman Casey heard cries. He searched for victim. Timber fell before him. He dodged in time. He opened door. There lay child. Casey carried child to safety. Mother thanked him.

✓VI. Rewrite the outline of a story given below, adding single adverbs and adjectives, such as those listed here:

loudly	varied	fearfully
several	boldly	thrilling
high	distinctly	interesting
important	miserably	immediately

Pupils planned broadcast. They equipped station. They prepared program. Each pupil invited guests. Program began. Announcer came on platform. He announced my part. My heart beat. My knees shook. I thought I would fail. Confidence came back. I forgot fright. I gave my talk. It was an experience.

USING APT MODIFIERS FOR DEFINITE PICTURES

✓I. Read the poem on page 90, omitting the italicized words. It becomes lifeless, doesn't it? The adjectives and adverbs are italicized so that you can discover for yourself how much a wise use of such modifiers can add to a framework of nouns and verbs.

PRETTY WORDS

Poets make pets of *pretty*, *docile* words:
I love *smooth* words, like *gold-enamelled* fish
Which circle *slowly* with a *silken* swish,
And *tender* ones, like *downy-feathered* birds:
Words *shy* and *dappled*, *deep-eyed* deer in herds,
Come to my hand, and *playful* if I wish,
Or purring *softly* at a *silver* dish,
Blue Persian kittens, fed on cream and curds.
I love *bright* words, words up and singing *early*;
Words that are *luminous* in the dark, and sing;
Warm, *lazy* words, *white* cattle under trees;
I love words *opalescent*, *cool*, and *pearly*,
Like *midsummer* moths, and *honeyed* words like bees,
Gilded and *sticky*, with a little sting.

ELINOR WYLIE

II. What modifiers in the poem do you consider especially apt? Why? You may need to consult your dictionary for the meaning of some words, such as *luminous* and *opalescent*. Before doing so, however, see how nearly you can guess their meaning from their use in the poem. Do you find any modifiers that you would omit? Why? Substitute other adjectives or adverbs for the ones used. For instance, you might say "*bright* words," "*lazy* words," or "*cool* words" in place of "*smooth* words."

It is the *quality* and not the *number* of modifiers that gives your speech vivid, definite meaning. Can you give an example of too many modifiers?

III. Name the modifiers in the following selection. Are they wisely chosen? Are there too many? What changes would you suggest?

A PORTRAIT OF TIPPY

Dear, bow-legged, wobbly Tippy! He is the rolliest-poliest little ball of perpetual motion ever seen! His eyes are two live coals when he is angry, and then they melt away to their usual bright lovable-ness. His black, button nose is frequently being thrust into places where it has no business, and being burned, bruised, or half broken. But don't think that any disaster will succeed in squelching his inquisitiveness! His ears are like a thermometer, and rise when he is greeted warmly, but droop when we act coldly toward him.



A thick coat of tawny hair covers his pink little body, and, I fear, offers a home for many fleas. His tail is for ever wagging. I believe he is very proud of it, for it does have a beautiful white tip, which is the reason for his name.

When meeting you, Tip runs on the bias, with his head out-thrust, eyes aglow, pink tongue showing, and tail waving madly. All in all, Tippy is the most lovable, cunning, playful, irritating little fellow imaginable.

✓ IV. Write a brief paragraph describing your own or another's pet. You may wish to include this paragraph in a letter to a friend or a relative. A pen or pencil sketch will add interest to your work. Make definite word pictures by using apt modifiers, such as the following:

rowdy	romping	saucy	sly
likely	roguish	alert	pudgy
frisky	adoring	loyal	plump
playfully	lovingly	friendly	sleek
sportive	rollicking	devoted	silken
frolicsome	affectionate	impudently	diminutive

USING DESCRIPTIVE PHRASES

Sometimes instead of a single adjective or adverb you may use a *phrase* of two or more words, thus:

1. (a) A *golden* moon hung in the sky. (Adjective)
 (b) A moon of *gold* hung in the sky. (Adjective phrase)
2. (a) Please get the *snow* shovel. (Adjective)
 (b) Please get the shovel *for snow*. (Adjective phrase)
3. (a) The night fell *suddenly*. (Adverb)
 (b) The night fell *with startling suddenness*. (Adverb phrase)
4. (a) We'll go to the play *afterwards*. (Adverb)
 (b) We'll go to the play *after dinner*. (Adverb phrase)
5. (a) *Eastward* they sailed. (Adverb)
 (b) *Toward the east* they sailed. (Adverb phrase)

A *phrase* is a group of related words, without a subject or a predicate, that does the work of a single modifier.

I. In sentence 1 (b) above, the phrase of *gold* does the work of an adjective because it describes the noun *moon*. It takes the place of the adjective *golden*. In sentence 2 (b) why is *for snow* called an adjective phrase?

The phrase in sentence 3 (b) does the work of an adverb because it tells *how* the night fell and it modifies the verb *fell*. What does the phrase in 4 (b) tell? in 5 (b)?

II. In the sentences below substitute a phrase for each word in italics. Make up similar exercises for your classmates.

1. The boy wore a *woollen* scarf.
2. The *corner* cupboard was bare.
3. The Indians made a *smoke* signal.
4. Howard left the picnic *hastily*.
5. The table-cloth was *spotless*.
6. Please handle this *carefully*.

✓III. Change each italicized phrase to an adjective or an adverb as you read this paragraph aloud :

A child *with brown eyes* lived in a house *of stone* with her grandmother. Near the house was a garden *of roses*. In this garden one often saw an old lady wearing a dress *of black silk* and a child wearing a frock *of blue organdy*. Usually when anybody passed their way, they both bowed *with pride*. Today, however, the child laughed *with joy* as she tossed roses *of red* to the passers-by. Even the old lady looked *with hope* toward the street. Neither noticed the necklace *of pearls* fall *without a sound* to the ground. A man *with broad shoulders* vaulted the fence *of white pickets* and *with a chuckle* handed the necklace to his surprised mother.

✓IV. Make a list of phrases that might be used to complete one of the stories given on page 89.

V. Select a letter you have written. Improve it by adding some adjective and adverb modifiers.

THE FORM OF THE FRIENDLY LETTER

I. In the letter plan on page 94 the heading and the complimentary close and signature are in **block form**.

In the **indented form**, the heading and the complimentary close and signature are arranged like this :

Heading. 1025 Fifth Street N. W.

Calgary, Alberta

February 28, 19—

Complimentary close. Yours with love,

Signature.

Jean Jackson

Use whichever form you prefer. Be sure that your letters are arranged with careful attention to such details as margins and paragraph indentions. What do you observe about these points in the plan on page 94?

Heading	1025 Fifth Street N. W. Calgary, Alberta February 28, 19—
Salutation	Dear Martha, _____ _____ _____.
Body	_____ _____ _____ _____ _____.
Complimentary close Signature	Yours with love, Jean Jackson

II. Name the five parts of a social letter and tell the purpose of each. What punctuation do you find? Discuss in class the rules for punctuating social letters. Write the rules, with illustrative examples, in your English notebook. List also suitable forms for the salutation and the complimentary close.

III. Prepare letter plans for one or more of the following suggested letters. Include all the parts of the letter, but draw lines for the body of the letter.

✓ A letter to your mother
A letter to your teacher
A letter to a friend

A letter to you from a friend
A letter to you from an uncle
A letter to you from an aunt

ADDRESSING AN ENVELOPE

Use envelopes that match your paper. Why is it better to avoid unusual colors or shapes? Why should you always write with ink?

If you use the block form, your addressed envelope should look like this:

Franklin Brown
155 Fourth Avenue
Regina, Sask.

Mr. Louis E. Winthrop
272 Oak Street
Halifax
Nova Scotia

I. Write the above in the indented form.

II. Write in your English notebook directions for addressing an envelope. Include rules for punctuation and capitalization.

III. Draw or cut out rectangles the size of envelopes. Write the following addresses, as well as others. Be sure to write your return address on each envelope. Draw lines to show where the stamp should be placed.

1. Mrs. Martha Johnson, R. R. No. 1, Newmarket, Ontario
2. Mr. Andrew Carson, 842 Main Street, Vancouver, British Columbia
3. Miss Edith Spencer, 1708 Seventeenth Street East, Calgary, Alberta
4. Miss Evelyn Anderson, 288 Frederick Street, Kitchener, Ontario
5. Mr. Stanley Edwards, 608 Moss Street, Victoria, British Columbia

WRITING "THANK YOU" LETTERS

I. If someone who lives out of town sends you a birthday gift, what is the courteous thing to do?

II. Here is Roger's letter to an aunt who sent him a puppy. The heading and the complimentary close and signature are written in block form. (See page 93.)

Walkerton, Ontario
October 8, 19—

Dear Aunt Fanny,

I suppose everyone in the world would like to have a collie pup, but nobody could want one quite so much as I did. You can't imagine how happy I was when I got home from school yesterday and found your present in the back yard. I shouted and jumped around until Mother said she was going to send Pal back to you. She was joking, of course.

Pal is on my lap while I am writing this. He seems to know and love me already. He is so smart that I expect to have him doing all sorts of tricks by Christmas. You are coming to visit us then, aren't you? Please do!

Pal and I both want to thank you for bringing us together. Here is his paw print, which means "Thank you" in dog language.



Your affectionate nephew,
Roger Stone

Is Roger's letter a good "thank you" letter? Does it seem sincere and friendly?

Is Susan's letter below as sincere and friendly as Roger's? Notice that it is written in indented form. (See page 93.)

1529 Elm Street
Vancouver, British Columbia
January 19, 19—

Dear Frieda,

The candy that you sent me for my birthday was delicious. Wasn't it made from the recipe with which you and I failed hopelessly when we were taking cooking lessons at Alexandria School? I gave up long ago trying to make it, but I always knew you never would give up. Dad says you must be just about the best candy-maker in the whole world.

Sincerely yours,
Susan Kramer

III. Write a brief, simple "thank you" letter for one of the following situations or for some other that you prefer. If possible, tell what you have done or expect to do with your gift, or mention some feature of it that especially pleases you. Make your letter more interesting by using some adjective and adverb modifiers. Use either block or indented form, as your teacher directs.

- ✓ 1. Your grandfather sends you a bicycle for a birthday gift.

- ✓ 2. Your uncle sends you \$10 to spend as you wish. Tell him what you plan to do with the money.
3. A friend gives you a book for Christmas.
4. The manager of the book department in a large store has held an exhibit for your class. Tell why the class enjoyed the trip.
5. Your teacher has given you the book *The Hoosier Schoolboy* (or some other book) for winning the book contest.
6. When you were at camp, your mother sent you a birthday cake large enough for your group. Explain how her thoughtfulness added to the celebration.
7. The eighth grade gave an Easter program for your class. Show that you appreciated it.
- ✓ 8. An uncle has sent you postage stamps from European countries.

CHECKING THE LETTERS YOU WRITE

In your notebook make a chart by which to check your progress in letter writing. Check and score each letter you write to see how much you have improved. Use the guides on page 82 or others that you can suggest. The beginning of your chart may look like this:

MY PROGRESS CHART IN LETTER WRITING			
Items	Sept. 12	Sept. 15	
1. Are appropriate paper and envelope used?	Yes	Yes	
2. Are the items of the heading in correct order and properly punctuated?	No	Yes	
3. Is each new topic in a separate paragraph?	No	Yes	
4.			
5.			

If your score is poor on certain items, rewrite your letters until your score is good.

OTHER INTERESTING THINGS TO DO

I. Arrange bulletin-board displays of interesting letters that have been received or written by you and your classmates.




II. Write letters for imaginary situations, such as these :

1. You are spending your summer vacation at some interesting place. Write to a friend, telling him some of the things you are seeing and doing.
2. Your grandmother has never seen your new home. Write to her describing it.
3. You have heard a radio lecturer discuss the question : "Should children be spanked?" Write a letter to him and tell him your opinion.
4. A newspaper offers \$10 for the best letter to the editor on the subject, "Why Is a Good City in Which to Live." Write the prize-winning letter.
5. A kennel club offers a choice of any puppy as first prize for the best letter telling about the care of a pet. Write the letter and try to get the puppy.
6. Your mother goes away for two weeks and leaves you to keep house for your father and your little brother. Write a letter to your mother in which you tell her some of your amusing experiences with housework.
7. You are visiting in the country (or in a large city) for the first time. Write home and tell your impressions of your new surroundings.
8. Pretend that you are a character in a book. For instance, you might be one of the following :
 - (1) Robinson Crusoe — Write a letter to put in a sealed bottle and set afloat on the ocean. Tell about your situation.

- (2) Buffalo Bill — Write to a friend and tell him about a recent skirmish with the Indians.
- (3) Tom Sawyer — Write a letter to your aunt in which you tell how you happened to run away.
9. Write a letter expressing a desire to join a letter club established by some newspaper or magazine.
10. Ask your teacher to secure the names of boys and girls in another section of the country who would be interested in exchanging letters. Write to one of them about yourself and your interests.
11. Secure the names of boys and girls in foreign countries and start correspondence with them. Names for foreign correspondence may be secured from the Canadian Junior Red Cross, Toronto, Ontario.

III. Write letters of inquiry to postal officials in large cities, asking about methods of collecting and distributing mail, such as that pictured on page 78.

✕IV. Do you know anyone who is ill or lonely? Write a humorous letter to cheer him up. Illustrate it by drawing pictures as substitutes for words, thus:

I shall  greatly de~~light~~ed to receive a  from U.

V. Write your English teacher a letter in which you tell about your recent hopes, disappointments, failures, and successes. Ask for counsel and advice in solving your present problems.

USING THE LIBRARY

She'll vish there wos more, and that's the great art o' letter-writin'.

CHARLES DICKENS

Amicis, Edmondo de *Heart; A Schoolboy's Journal*

Carroll, Lewis *Selections from Letters to His Child-friends*

Center, Stella S., and Saul, L. M.	<i>Books of Letters for Young People</i>
Colson, E., and Chittenden, A. G.	<i>Children's Letters</i>
Coult, Margaret	<i>Letters from Many Pens</i>
Harris, Julia C.	<i>The Life and Letters of Joel Chandler Harris</i>
Roosevelt, Theodore	<i>Letters to His Children</i>
Ross, Margaret Isabel	<i>Back of Time</i>
Taintor, Sarah Augusta, and Monro, K. M.	<i>The Book of Modern Letters</i>

REVIEW, TEST, AND PRACTICE

A TEST ON LETTER WRITING

Write a letter to fit one of the following situations or a similar situation from your own experience. Judge your letter by the progress chart suggested on page 98.

1. Your aunt writes that you may have any gift you choose for your birthday. Tell her your choice in your "thank you" letter.
2. Choose a partner in the class. Pretend that you exchange Christmas gifts with each other and write appropriate letters of thanks.
3. Your science class visits the gas company in order to find out how coke is made. Write a letter to thank the men who acted as guides for your party.
4. You have spent a week-end visiting a friend or a relative.
5. Your uncle has entertained you for an entire summer at his western ranch.
6. A friend has entertained you for a week at his home in the country.
7. Your cousin gives you a motion-picture camera.

REVIEWING CONTRACTIONS

Test. Copy these sentences, using apostrophes where they have been omitted :

1. Havent you heard that were going to Winnipeg?
2. Weve decided that its a good time to go.
3. Wont your mother let you go with us?
4. Youve earned a vacation, havent you?
5. Maybe shell let you go with us when she learns that theyre going.
6. Dont fail to ask her tonight.
7. Im sure youll have a good time if you join us.
8. Ill wait anxiously for your answer.



THE PUGILISTIC APOSTROPHE

If you have supplied all the apostrophes needed in these sentences, you may omit the following exercise and do one of the interesting things suggested on pages 99 and 100.

Practice I. Observe the words in the list below. What letters have been removed?

can't	I'm	let's	it's
they're	I've	you're	we're
haven't	shouldn't	you've	don't

You can easily tell where to put the apostrophe when you are writing the shortened form of a word if you will stop to think what the word was before it was shortened. For instance, the contraction *we've* is made up

of the words *we have*. In this case the apostrophe takes the place of the two letters *ha*. The shortened form for *will not* is *won't*. The shortened form for *shall not* is *shan't*.

The dog *won't* move.

We *shan't* find the prize in the dining-room.

✓ Copy these sentences, writing the contractions for the italicized words:

EXAMPLE. *You have* seen her before.

You've seen her before.

- | | |
|--|--|
| 1. <i>We are</i> ready. | 8. He <i>does not</i> know. |
| 2. <i>He is</i> waiting. | 9. <i>You are</i> late. |
| 3. <i>Who is</i> there? | 10. <i>Let us</i> visit them. |
| 4. She <i>did not</i> come. | 11. You <i>must not</i> do that. |
| 5. <i>I have</i> a ticket. | 12. <i>I am</i> going. |
| 6. <i>They will</i> go. | 13. They <i>could not</i> do the work. |
| 7. <i>He has</i> come. | 14. <i>It is</i> time for the game. |
| 15. He <i>will not</i> be able to go. | |
| 16. They <i>shall not</i> win this game. | |

✓ Practice II. Copy these sentences, using apostrophes where they have been omitted.

1. Cant you be ready?
2. Theyll hear from me soon.
3. Youre the first to arrive.
4. Wont that be fun?
5. Its almost eight o'clock.
6. Hes too short to reach the picture.
7. He mustnt start too soon.
8. Its time for you to go.
9. Were almost ready to go.
10. Whos knocking at the door?
11. Theyre sure its time to leave.
12. Tell us when youre leaving.

REVIEWING ABBREVIATIONS

Even though good letter writers do not use many abbreviations, it is advisable for you to be able to abbreviate standard forms.

Test. Can you write correctly the abbreviated form for each of the following expressions? You have studied them in earlier grades.

- | | |
|---------------------|-----------------------------------|
| 1. Doctor Smith | 7. Secretary Philip Adams |
| 2. Alexander Avenue | 8. William Jones, Junior |
| 3. postscript | 9. The Perkins Paper Company |
| 4. Broad Street | 10. Superintendent Clifford Henry |
| 5. ante meridiem | 11. President Charles Moore |
| 6. post meridiem | 12. United States of America |

Do the exercise below only if your score on the preceding exercise indicates that you need further drill.

Practice. Copy the following sentences, using abbreviated forms for the italicized words:

1. *Mister* Oscar Franklin, *Senior*, has been made president.
2. *President* M. E. Chambers lives in Charlottetown, *Prince Edward Island*.
3. *Superintendent* C. E. Taylor of the *Steel Company* is going to Los Angeles, *California*.
4. He left his home on *Euclid Avenue* at 6 *post meridiem*.
5. Fred lives at 315 *Main Street*, *Halifax, Nova Scotia*.

REVIEWING CAPITALIZATION

Test I. Copy the following sentences, supplying capitals. (Do not use a capital letter unless you can see a reason for doing so.) The figure in parentheses after each sentence tells how many capitals have been omitted. You should have not only the correct number of capitals, but the correct number in the *right place*.

1. last summer we travelled through the west on the canadian pacific railroad. (5)
2. one saturday evening captain hixon read us a poem called "out where the west begins." (8)
3. when he was young, general meyers went to hamilton high school. (6)
4. later on, he studied science, history, and german at queen's university. (4)
5. you will find the story of the prodigal son in the new testament. (3)
6. we read about louis pasteur's work in a book entitled *heroes of science*, which we got from the parker memorial library. (8)
7. our history book says, "on august 4, 1914, great britain entered the world war." (7)
8. has your mother ever seen mt. assiniboine, near banff, alberta? (5)
9. the chrysler building is located on forty-second street at lexington avenue. (7)
10. the little italian girl began her letter with "dear alice" and ended it with "sincerely yours." (5)

If your score indicates that you need further drill, do the next exercise and then take the test on pages 107 and 108.

Practice. Study the following guides. Write examples of your own for each guide.

A CAPITALIZATION GUIDE

1. *Capitalize the first word of every sentence.*

Are you happy? John is here.

2. *Capitalize the first word of every line of poetry.*

Thy choicest gifts in store,
On him he pleased to pour.
Long may he reign!

3. *Capitalize all proper names, such as names of persons, places, and things, including countries, provinces, cities, streets, rivers, mountains, schools, buildings, churches, business concerns, etc.*

George Vancouver	Fourteenth Street
Africa	Drake Leather Company
Buffalo	Dane School

4. *Capitalize adjectives made from proper nouns.*

Canadian	European	Parisian
----------	----------	----------

5. *Capitalize abbreviations of proper nouns.*

Ont.	Prof. F. E. Jones
------	-------------------

6. *Capitalize initials used in writing a name.*

T. A. Edison	L. M. Montgomery
--------------	------------------

7. *Capitalize titles used before names.*

Doctor Grey	Judge Barton	Mayor Brown
-------------	--------------	-------------

8. *Capitalize all names of God and sacred things.*

Our Heavenly Father	The Lord is my Shepherd
---------------------	-------------------------

9. *Capitalize names of days of the week, months of the year, and holidays (but not names of the seasons).*

Saturday	First of July
February	spring

10. *Capitalize the first word of a direct quotation.*

It is written, "Life is real!"

11. *Capitalize the words I and O.*

It is I. O, John, come quickly!

12. *Capitalize the first word and all important words in titles of books, poems, stories, etc.*

Lewis Carroll wrote *Alice's Adventures in Wonderland*.

13. *Capitalize points of the compass only when they refer to a certain section of the country.*

I love the West! Go one block east.

14. *Capitalize names of languages (but not other school subjects).*

French English music history

15. *Capitalize the first word and the principal word in the salutation of a letter.*

Dear Mother, Dear Miss Grant,
Dear Ned, My dear Mr. Jensen,

16. *Capitalize the first word in the complimentary close of a letter.*

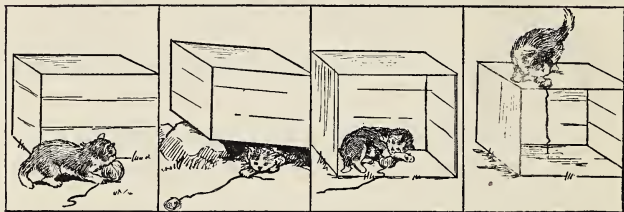
Very truly yours, Sincerely yours,

Test II. Copy the following sentences, placing capitals where they are needed. Do not capitalize a word unless you can give a reason for doing so.

- ✓ 1. the lord's prayer begins, "our father who art in heaven."
- ✓ 2. when he was in halifax, n. s., my father saw premier macdonald.
- ✓ 3. the atlas company is located on the corner of tenth street and blaine avenue.
- ✓ 4. on easter sunday dave went to a french service in paris.
- ✓ 5. my course includes english, art, and social science.
- ✓ 6. the ottawa river flows into the st. lawrence west of montreal.
- ✓ 7. during the civil war in the united states the north and the south were in conflict.
- ✓ 8. the story entitled "ali baba and the forty thieves" is in a book called *arabian nights*.

9. a friendly letter may begin "dear mary" and end with "yours sincerely."
- ✓ 10. did you know that mr. justice matthews has a large estate on the north shore of lake ontario?

HOW PREPOSITIONS VARY OUR MEANING



Suppose a kitten moves about a box. We say:

The kitten plays *beside* a box. The kitten plays *beneath* a box.
 The kitten plays *under* a box. box.
 The kitten plays *in* a box. The kitten plays *near* a box.
 The kitten plays *on* a box. The kitten plays *with* a box.

Words like *beside*, *under*, *in*, *on*, *beneath*, *near*, and *with* are called **prepositions**.

Preposition means "put before." A preposition is put before a noun or a pronoun to show its relation to some other word in the sentence.

In each of the sentences about the kitten notice how the change in the preposition alters the meaning of the phrase. Other words that may be used as prepositions are: *before*, *over*, *around*, *without*, *about*, *within*, *outside*, *underneath*, *between*, *from*, *to*, *at*, *across*, *among*, *along*, *up*, *down*, *above*, *behind*.

✓ *Practice I.* Read the following sentences, using different prepositions in place of the blanks to change the meaning of the phrases:

1. The letter was written ____ my brother.
2. Give me a vase ____ flowers.
3. ____ school we play games.
4. Jack hid ____ the hedge.
5. The teacher laid the book ____ the desk.
6. Are you going to the library ____ school?
7. This telegram is ____ my brother.
8. Charles threw the ball ____ James.
9. Mary ran ____ the street.
10. I sat ____ my mother at the play.

✓ *Practice II.* Make a list of the phrases for which you supplied prepositions in the sentences in Practice I. Use each of the phrases in another sentence.

✓ *Practice III.* Write ten phrases, using some of the prepositions given on page 103. Then use each phrase in a sentence. Underline each phrase.

USING PREPOSITIONS EXACTLY

Practice I. Explain the difference in meaning in these pairs of sentences:

1. (a) Mary danced *in* the room.
(b) Mary danced *into* the room.
2. (a) The dog ran *in* the house.
(b) The dog ran *into* the house.

Notice that the preposition *into* shows change of place, while *in* shows continuation in the same place.

Read the following paragraph, filling each blank correctly with *in* or *into*, until you are sure you know the correct forms instantly. Ask a classmate to listen while you read.

✓ The boys were playing hide-and-seek. Harry ran ____ the barn. Fred ran ____ the garage. The others ran to the

woods. Mother stood ____ the doorway watching. Mary was ____ the house and did not want to play. Soon Bill went to find the boys. First of all, he stayed ____ the garage for a long time to fool the boys. Then he put his hands ____ his pockets and sauntered out carelessly. He found the boys, but two got safely to goal. After the game was over, Mother put some lunch ____ a big basket and the boys all went to the woods.

Practice II. Explain the difference between the words *to* and *at* in the following sentences :

1. (a) I was *at* church.
(b) I was going *to* church.
2. (a) Mary is *at* home.
(b) Mary went *to* her home.

The preposition *to* is used with verbs expressing motion. *At* is used when there is no idea of motion.

Read aloud the following sentences, using the correct prepositions :

1. I saw Beth (at, to) the game.
2. My books are (at, to) home.
3. He walked proudly (at, to) the platform.
4. Father bought the bicycle (to, at) my uncle's store.
5. I have been (to, at) camp for a week.

Practice III. Read these sentences aloud :

1. Brush the dust off your coat.
2. Keep off the grass.
3. I borrowed some ink from Jane.
4. I took it from his brother.

Observe that *off* (one never says "off of") usually means the opposite of *on*. *From* usually means the opposite of *to* or *toward*.

Read the following sentences aloud, filling each blank with *off* or *from*:

1. Cut two slices ____ the loaf of bread.
2. Copy the assignment ____ the board.
3. May I borrow a book ____ Jane?
4. The librarian took the book ____ me.
5. I took this pencil ____ your desk.
6. I received a watch ____ my father.
7. He jumped ____ the train.
8. We bought tickets ____ the janitor.
9. Keep ____ the grass.
10. James took the wrapper ____ the candy bar.

ARE YOU "SPELLING CONSCIOUS"?

Test I. Twelve of the words most frequently misspelled by boys and girls of your age are printed in italics in the sentences below. Your teacher will dictate the sentences to you.

1. I *believe* that the words in a letter should be correctly spelled.
2. *Therefore* I should learn to spell them.
3. It is impossible to *separate* the content and the form of a letter.
4. *Together* they make the quality of my writing.
5. *Too* often children believe that a letter is pleasantly written if only it has enough adjectives.
6. Can you tell the *principal* reason why *their* thinking is faulty?
7. Why not choose a *committee* to set up usage standards?
8. *Its* report would help us.
9. We *already* have such a committee.
10. Let's wait until we *receive* its report.
11. It will be ready by the *beginning* of next week.

Practice. If you misspelled any words, follow the suggestions given below. Then take Test II.

1. *Look* at the word.
2. *Pronounce* it.
3. *Examine* the word. Decide what is hard about it. Find little words in it.
4. *Say the letters* while looking at the word.
5. *Look away* and say the letters.
6. *Write* the word while looking at it and saying the letters.
7. *Write* the word without looking at the book.
8. *Check* your spelling.

Test II. Study the spelling of the difficult words in the sentences given below. Then write the sentences from dictation. Observe the punctuation and the capitalization. From what subjects are the words chosen?

1. In *science* class we saw a photograph showing that the human body is made of *cells*.
2. Yesterday we *performed* an *experiment* and almost had an *explosion*.
3. Subtract *forty* from *ninety* and *multiply* the *remainder* by *nineteen*. *Cancel* the *zero* and *divide* by four. What *fraction* is left?
4. Jane *played* the *piano* for *chorus*, and Ruth played the *violin*. The *sopranos* *hummed* while the *altos* sang the words for the *waltz* song.
5. Our *government* has many *loyal citizens*, true *patriots* who believe that our *nation* should stand for *liberty*, *justice*, and *freedom*.

After the dictation, compare your work with the book. Count off 1 point from 100 for every punctuation or capitalization error, or for any other error, such as a word added, omitted, or misspelled, or a wrong word used.

AN INVENTORY TEST IN SPELLING

The words in the following list are among those most commonly used by boys and girls in their written work. If you can spell all of them correctly, you are a good speller. Because they are so difficult to spell, they are sometimes called "spelling demons."

ache	piece	which	done
break	choose	know	answer
built	minute	wrote	there
raise	coming	truly	their
again	could	often	beginning
always	enough	ready	none
cough	through	sugar	writing
since	friend	women	been
among	whether	where	loose
guess	grammar	forty	lose
seems	separate	though	business
believe	straight	doctor	February
quite	interest	expense	engine
awful	receipt	drought	don't
until	receive	judgment	does
advise	benefit	material	pumpkin
really	referred	draught	captain
regard	pleasant	fulfil	surprise
meant	college	principal	disease
decide	service	successful	Atlantic
annual	foreign	bicycle	envelope
didn't	anxious	drowned	replying
usual	customer	accept	different
o'clock	anoint	hygiene	all right
course	account	tomorrow	secretary

Keep in your language notebook a list of your personal "spelling demons."



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ADVENTURING WE GO!

UNIT V. TELLING EVERYDAY ADVENTURES

WHAT IS AN ADVENTURE?

I. Is there any one type of adventure story that you like best? Can you tell why?

Stories of adventure may be about anything, ranging from everyday experiences to imaginary tales like *Treasure Island*. Do you know about any of the adventures of David Binney Putnam, the boy in the picture on page 114?

II. What kind of experience does the following selection illustrate?

DEVOTION¹

My sister and I possessed a dog named Rover, a meek little yellow, bow-legged cur of mongrel character, but with the frankest, gentlest, and sweetest face, it seemed to us, in all the world. He was not allowed to accompany us to school and scarcely ever left the yard, but Matt Gallagher in some way discovered my deep affection for this pet and thereafter played upon my fears with a malevolence that knew no mercy. One day he said, "Me and brother Dan are going over to your place to get a calf that's in your pasture. We're going to get excused fifteen minutes early. We'll get there before you do and we'll fix that dog of yours! — There won't be nothin' left of him but a grease spot when we are done with him."

These words, spoken probably in jest, instantly filled my heart with an agony of fear. I saw in imagination just how my little playmate would come running out to meet his cruel foes, his brown eyes beaming with love and trust;

¹ From *A Son of the Middle Border*, by Hamlin Garland. By permission of The Macmillan Company, publishers.

I saw them hiding sharp stones behind their backs while snapping their left-hand fingers to lure him within reach; and then I saw them drive their murdering weapons at his head.

I could think of nothing else. I could not study; I could only sit and stare out of the window with tears running down my cheeks, until at last the teacher, observing my distress, inquired, "What is the matter?" And I, not knowing how to enter upon so terrible a tale, whined out, "I'm sick; I want to go home."

"You may go," said the teacher kindly.

Snatching my cap from beneath the desk where I had concealed it at recess, I hurried out and away over the sand lot on the shortest way home. . . .

At last I came in sight of home, and Rover frisked out to meet me just as I had expected him to do, his tail wagging, his gentle eyes smiling up at me. Gasping, unable to utter a word, I frantically dragged the dog into the house and shut the door.

"What is the matter?" asked my mother.

I could not at the moment explain even to her what had threatened me, but her calm, sweet words at last gave my story vent. Out it came in torrential flow.

"Why, you poor child!" she said. "They were only fooling — they wouldn't dare to hurt your dog!"

HAMLIN GARLAND

III. Any interesting adventure story must rank high in the following requirements:

1. Whether real or imaginary, the story must *seem* real.
2. The adventure story should move swiftly.
3. The adventure story must have a hero. It may have several characters.
4. The adventure story must hold the reader or listener in suspense as to the outcome.

Judge the story "Devotion" by the four points listed on page 116. Which of the four do you think is the story's strongest point? Is the story real or imaginary? Give reasons for your answer. Who is the hero? the villain? What makes the characters seem real? Are events told in their proper order? Does the story tell about only one vivid incident?

IV. Are the following stories real or imaginary? In the first one, what wild exaggerations do the characters make?

ALI, THE PERSIAN

While I was buying and selling in a certain city of Persia, a rascally Kurd seized my bag and claimed it as his own. When I cried aloud for help, the crowd of people who gathered around us advised that we go before the *cadi* and submit ourselves to his judgment.

When we had done so, the *cadi* asked, "Which of you is the owner of the bag?"

The Kurd replied that he had lost the bag the day before and, after having passed a sleepless night because of it, he had found me carrying it.

"If it is your bag," said the *cadi*, "you can tell what is in it."

Then the Kurd replied, "O, *Cadi*, there are in it two little silver boxes for eye powder, a kerchief in which are wrapped two gilt cups, and two candlesticks. Moreover, it contains two platters, two spoons, a cushion, two leather rugs, a brass tray, two kettles, two saddles, two tents, a mattress, two sheep, a camel, and a whole company of Kurds who will bear witness that this is my bag."

The *cadi* asked me what I had to say. Fairly bewildered by the Kurd's speech, I replied, "O, *Cadi*, there is nothing in my bag but a tumble-down house, a dog's kennel, a boys' school, several tents and ropes, and the city of Bagdad."

Thereupon the Kurd began to weep and wail. "O, Cadi," he said, "this bag of mine is well known. It has in it castles and forts, a city and two villages, and a cadi who will bear witness that the bag is mine."

I was so filled with rage at his words that I cried, "May Allah preserve the cadi! In this bag of mine there are a thousand barking dogs, statues, pictures, singing girls, mosques, baths, and the whole kingdom of Solomon. Moreover there are a thousand sharp razors to shave off the beard of a cadi who does not say that this is my bag."

"Never did I hear anything so extraordinary!" exclaimed the cadi. So saying he opened the bag, which had in it only bread and cheese and a few olives. As for me, I threw the bag down before the cadi and the Kurd and went my way.

BY THE SWEAT OF THY BROW

A freckled forehead was twisted into a troubled scowl. Two chubby legs wrapped, unwrapped, and rewrapped themselves around an iron desk post. Suddenly a short arm stabbed the upper air. A pudgy form waddled down the long aisle to the teacher's desk.



A GEOGRAPHICAL ESCAPE

"Can I write about any day that I had fun in?"

"Yes, Sam, tell what you did and why you enjoyed it."

Stretching up on tiptoes, he whispered, "Mr. Jones, how do you spell *Long Island*?"

After five minutes of terrific energy, the nine-year-old lump of freckled flesh clumped up front for another confidential query, "Sir, how do you spell *length*?"

Six minutes later he listened to the correct spelling of *breadth* before sidling back to his seat.

"Can I take up the papers, sir?"

"Yes, Sam, you may collect them this time."

No shoulders were pinched nor pencils snatched on this particular collecting tour. A beaming urchin triumphantly plopped a sheaf of grimy papers on the corner of the teacher's desk. The top composition was made up of this succession of energy-filled scrawls:

"I went too Long isiland i went the lenthgth of long isilan i wen the breath of long isilan i cam hom"

GEORGE KERRY SMITH

V. Judge the two stories in the preceding exercise by the four points listed on page 116. Do you prefer the imaginative adventure told in the first story or the commonplace adventure given in the second story? Why?

Find in each story good descriptive words and expressions, such as *fairly bewildered*, *triumphantly plopped*.

Note especially the vivid verbs in the selection "By the Sweat of Thy Brow."

DEVELOPING IDEAS FOR STORIES

Adventure isn't in the quick fist and the nimble foot; it's in the hungry heart and the itching mind.

DONN BYRNE

I. What does Donn Byrne mean by an *itching mind*? If you wish to possess such a mind, open your eyes to the wealth of experiences that occur every day. Which of the following boys possesses an *itching mind*? How can you tell?

Martin. Let's leave the farm! Nothing ever happens to us here.

Carl. Plenty happens to me every day! There's the new tractor to run, the rabbits, my pet calf, . . .

II. In which of the two examples given below has John looked at a commonplace incident adventurously? How can you tell?

A MISTAKE

One night I almost shot Mrs. Smith's dog. Chuck and I were alone. We heard a noise. It was Mrs. Smith's dog. We thought it was a burglar. I took my air rifle and shot through the open door. It was a good thing I missed the dog.

A LUCKY MISS

"Come in, Chuck. Mom and Dad have just gone."

"All right, Red."

"Now in our business we must have ——"

"Did you hear something?"

"No, what?"

"It sounded as if someone were trying to get in."

"Wait till I get my air rifle and I'll fix him! Turn out the lights and I'll open the door and shoot."

Bang! Bang!

"I got him! Turn on the lights quickly and let's see who it is."

"Why, it's Mrs. Smith's dog!"

"Whew! I'm glad I missed *that* time!"

What details are included in "A Lucky Miss" that are omitted in "A Mistake"? How does conversation help in the second story?

III. Choose one of the following story plots and retell it to the class. Observe the four points listed on page 116.

1. Frightened by a rattler. Father comes running with shotgun. Bullet hole through harmless snakeskin.
2. "Baby overboard!" Hero to the rescue. Drowning baby turns out to be pink sunbonnet.

- ✓3. Family return home late. Hear burglars in the house. Call police. Discover that John has forgotten to turn off the radio.
4. Neighbor calls fire department when she sees smoke coming from our house. Firemen burst into room where I am trying to build fire in fireplace.
- ✓5. Alone in house. Hear peculiar noise. Think it is a ghost. Father returns and investigates. Discovers a harmless little mouse in a paper sack.
6. Father playfully takes box of candy from overcoat of sister's caller. Empties candy on sister's dresser and returns box to coat pocket. Small brother turns joke on Father by dividing candy among his friends. Father replaces candy.
7. Mother entertains at an afternoon party. Places watch on bed. Child present. Watch disappears. Child suspected. Spring hat stored for winter. Hat taken out of storage. Watch found in crown.
- ✓8. Boys take bath in cabin at camp. Throw waste water out of window. Hear camp leader. Think they have doused him. Stay away from supper. Later discover water missed him.
- ✓9. Two girls in orchard. Think they see figure of man peering through darkness. Run to house. Father investigates. Finds a stump that resembles crouching figure.
- ✓10. Mischievous boy constantly plays tricks on his sister. She prepares school lunch for him. Noon comes. He discovers appetizing-looking sandwich. Starts to eat it hungrily. Sandwich is filled with cotton.

IV. Make up brief plots of your own similar to those given above. Your teacher will select the best plots submitted, and the class can then develop them into stories.

V. Examine your experiences for the past few days and see how many ideas for adventure stories you can find. Remember that an adventure does not have to be either unusual or sensational. You may wish to group your topics or titles under divisions such as the following :

1. *Early Morning*

Drat That Alarm Clock!
A Late Riser's Ill Luck
Uncle Fussler and the Broken
Hydrant

2. *On the Way to School*

Fighting a Bully
Tardy Again!
Crack Walking
Slipping on a Peel

3. *In School*

Superintendent Serious Visits
Our English Class
Saved by the Bell!
Not on the Program

4. *On the Playground*

Two Out and Two On, in
the Ninth!
Rusty Proves a Real Pal
Breaking a Tooth

5. *Free Time*

The Pushmobile Race
The S. S. S. Club Meeting
When Tige Floated Off with
the Current

6. *Home Chores, Paper Route, etc.*

Why I'd Like to Be a Cave
Dweller
Rain Saved the Day!
Child Labor at Our House

7. *The Evening Meal*

Percival's Mishap at the
Table
Who Broke the Sugar Bowl?
Unexpected Company

8. *After Dinner*

My Best Enemy, the Radio
Little Sisters and Mosquitoes
Mrs. Chatter Helps with My
Homework

9. *Bedtime*

Bathtubs Are Dangerous
Building Air Castles
The Midnight Alarm

What other divisions might you use? For instance, what adventures do you associate with spring? winter? summer? autumn? vacation? an automobile trip? a county fair?

Working as a class, decide on headings that you wish to use. Then list on the board, under each heading, as many titles as you can.

VI. Write your list of topics in your English notebook. Include only those topics that:

1. Really suggest an experience you have had.
2. Are interesting to you and probably will be to others.
3. Suggest a single incident that you can tell briefly.
4. Suggest lively action.
5. Have an interesting outcome or conclusion.

Remember that your most commonplace experiences, when well told, seem like exciting adventures to people who live in a different way from you.

VII. Retell true stories of early days that you have heard from your parents or grandparents. Be sure to observe the four points given on page 116. Perhaps the following topics will help you to recall some of the stories you have heard.

- ✓ Lost in a Prairie Blizzard
- ✓ Mired in a Prairie Schooner
 - Uncle Tobe's Encounter with a Bear
 - When Great-grandma Outwitted the Indians
 - Great-grandmother's Stage-coach Ride
- ✓ Trapped by a Forest Fire
 - Priscilla Wins the Ciphering Match
 - How Dad Won the Head Mark
 - The Escape of the Brewsters from a Flood
 - Bitten by a Rattlesnake
- ✓ The Coyote in the Chicken House

SHARING AN EXPERIENCE

I. When Virginia visited the park, she had an unusual experience. She told it later in class as follows. Do you think she succeeded in telling her experience so that her classmates really shared it with her? Did she observe the four points given on page 116?

MONKEY BUSINESS

"Let's go over and look at the monkeys," suggested Harriet.

"Oh, yes, let's," I agreed. "But first I want to buy a lollipop for each of us."

After we had made our purchase, we sauntered over to the monkey cages. I was standing quite close to one cage when suddenly Harriet called out, "Look at the parachute jumper!" I turned my head to look in the direction she pointed. Just then I felt someone snatch my lollipop.

Who do you suppose the robber was? A monkey! There he sat, looking as innocent as you please, with my lollipop clutched tightly in his hand. He looked at me in an inquiring way as though he were saying, "I wonder what's the matter with that girl."

II. Judge Virginia's story by the guides on page 125. Discuss these guides together.

III. Find in a recent magazine story or in a book of fiction a brief account of an interesting experience. Read it aloud to the class. Consult the library list, page 145.

IV. Select an adventure of your own which you wish to share with the class. Live the adventure over again in your imagination. Tell it to yourself once or twice. Then repeat it quietly to a partner before you try to tell it to the group. Use the guides listed on the next page to help you.

Perhaps the following topics will prove suggestive:

A Trip with the Milkman	Curiosity Killed a Cat
Locked in the Pantry	Let Down by a Rope
The Wrong Suitcase	A Slippery Playmate
A Mile Above the Earth	An Interrupted Nap
Sleeping Three in a Bed	"Sink or Swim!" — So I Swam
Squelching My Brother	The Meanest Thing I Ever Did

Guides for Good Story-telling

1. Tell about one thing only.
2. Begin the action with the first sentence and keep it moving.
3. Tell events in order.
4. Build up a feeling of suspense, amusement, or surprise.
5. Enliven your story with humor, direct quotations, exclamations, questions, and vivid words, as needed.
6. End strongly — with a surprise ending, a satisfying explanation, or a natural comment.

STARTING YOUR STORY WELL

A good opening sentence arouses the listener's interest. Does Virginia's opening sentence (page 124) arouse your interest?

I. Find examples of stories in which the author's beginning sentence plunges the reader into the action of the story. Magazines, books of fables, and short stories, as well as your literature texts, contain many suitable selections. Read the examples aloud, and in a class discussion decide on a few of the best. Try to determine why they are good. Improve some of the poorer ones.



A LESSON FOR WRITERS AS WELL AS FOR SWIMMERS!

✓ II. Which of the following sentences would make a good beginning for an adventure story? Why?

1. As Marge and I turned on the lights in the dark living-room, we knew that someone had been in that room since we left.
2. We had an exciting five minutes on our automobile trip last summer.
3. My uncle is a farmer and lives on a big farm in Saskatchewan and has invited me to come out sometime.
4. When I began to unwrap that peculiar-looking package on Christmas morning, little did I think it would contain a present that would endanger my life.
5. It was midnight when "Ting-a-ling-a-ling" rang the telephone.
6. At the shrill blast of the referee's whistle the two centres leaped for the ball.
7. Plop! My feet skidded from under me, and I sprawled in the mud.
8. John is my cousin on my mother's side, and he lives in Ottawa, where I visited my grandmother last summer.

III. Find examples in your own work of good beginning sentences and of poor beginning sentences. Show how the latter can be improved.

✓ IV. Use one of the interesting beginning sentences listed on page 126 or a good one of your own and tell a real or an imaginary incident to the class. Later, judge the stories by the guides on page 125.

TELLING EVENTS IN ORDER

✓ I. Read the following selection as it is written. Read it again with the sentences in the following order: 1, 2, 4, 3, 5, 7, 6, 9, 8, and 10. Why is the account better after you have changed the order of the sentences?

(1) When Grandmother was a young girl, she wished for a new dress to wear to the husking bee. (2) A new dress was not a simple matter in those days, so the entire family agreed to help her. (3) Then, as he whistled somewhat out of tune, he filled big vats with water. (4) First the hired man hustled about, clipping the sheep with the huge shears. (5) Next, he scrubbed the wool until it was white and clean. (6) Weaving this thread into cloth was Sarah's part of the task. (7) Aunt Jane surely made the old spinning wheel hum as she spun the wool into thread. (8) They gave the cloth a bath in water made brown by onion skins. (9) Finally they decided upon a color scheme. (10) At last it was done, a lovely creation with leg-of-mutton sleeves.

✓ II. Copy the following selections, arranging events in the right order. Read aloud your revisions.

FISHERMAN'S LUCK

The Atlantic Ocean was choppy. Nevertheless, Father and I joined a party to go deep-sea fishing. We were on the pier ready to start at six o'clock. We ate our breakfast early. I was the youngest member of the party, and even the old skipper was afraid I might be seasick.

We had gone about half a mile on the rough sea when Father began to look queer. To get a bite at a time like this was disheartening. As the other members were catching fish now and then, they paid no attention to him. Finally he leaned over the side of the boat. While he was thus occupied, something pulled vigorously at his line. He finally managed to pull the line in, although he was too sick to be elated over catching the twelve-pound codfish.

MY MISTAKE

Aunt Jane enjoyed entertaining teachers. Our new superintendent and his family had scarcely moved in when she sent me over to give them an invitation for dinner Thursday evening. Still planning, I carelessly invited them for dinner Wednesday evening. On the way I thought about the refreshments for my birthday party.

When Wednesday evening came she was too tired to prepare much dinner. "I'll just have some fried onions," she thought. On the day before parties Aunt Jane performed her usual painful cleaning process. About six o'clock, amid the odor of frying onions, she answered the door-bell to greet the new superintendent and his family.

SMELLS, SMILES, AND GROANS

"Some people have all the luck!" I groaned to myself, as I turned over with a horribly bad taste in my mouth.

"Oh, thanks, May," I whispered hoarsely.

Then my gaze fell on a large bottle in her other hand. It was my horrid, bitter medicine!

"You can't have any fudge," she said. "You must take your medicine."

A short time later I heard Sister coming up the stairs. She seemed to be bringing that wonderfully appetizing odor along with her. Sure enough, she was carrying in one hand a plate of golden-brown, nut-filled fudge!

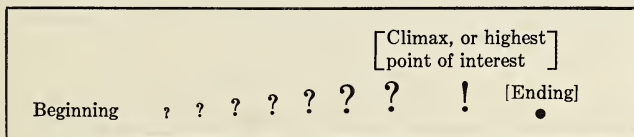
I smiled to myself as a delicious odor came floating up from the kitchen into the bedroom where I lay recovering from a bad cold. Again a whiff entered the room and I took short sniffs of it, licking my lips in anticipation.

She stuck a teaspoonful of the bad-tasting liquid into my mouth and then carried the plate of fudge into the next room. A minute later I could hear her turning the pages of the new movie magazine and imagined her sprawled out on the bed, devouring that luscious candy.

III. Using one of the ideas suggested on page 122, tell an adventure of your own. Keep the events in their proper order as you plan the story.

HOLDING INTEREST THROUGH SUSPENSE

The development of suspense in a story might be pictured as shown below. By the skilful use of words the writer raises a question or a problem which he does not answer at once and which grows more and more important as the story develops. Then comes the answer, rather suddenly, and with it the end of the story. Often the answer is a surprise. This is true of either a long or a short story.



I. Bring to class short stories of adventure. The teacher will select a few to be read aloud. Discuss in class how the author builds up suspense.

II. Think of an exciting story you have enjoyed or a thrilling movie you have seen. Was there a place in it where you stopped worrying about the hero because you knew everything was going to come out all

right? Was your interest greatest just before you knew certainly that the hero was going to win? This point is called the **climax**. Observe on the diagram on page 129 how suspense leads up to the climax.

Where is the climax in the story "Devotion" (pages 115 and 116)? In "Ali, the Persian" (pages 117 and 118)? in "By the Sweat of Thy Brow" (pages 118 and 119)?

III. In a discussion decide where the climax occurs in each of the following stories and how the author built up suspense until the climax was reached:

BORROWING TROUBLE

Early one summer morning a piercing shriek came from our neighbor's house. Then out she rushed, frantically waving an unopened telegram. In record-breaking time she reached our kitchen where Mother was preparing the breakfast muffins. "He's dead! He's dead! I know he's dead!" she shrieked before she tumbled over in a dead faint.

In the meantime other neighbors, attracted by the commotion, had hurriedly assembled. Cold water, smelling salts, and camphor finally revived the stricken woman. Then Mother opened the telegram and read, "Congratulations on your forty-first birthday."

A SUSPICIOUS LEADER

From early morning the little village had been bustling with activity. How Grandmother hated to miss the fun of helping to prepare the picnic dinner in the park! But she knew her duty. She would teach the children until noon and would then take them to dinner and the fun that followed.

Soon after ten o'clock, a boy rushed into the room crying, "Morgan's coming! It's on the board at the post office!"

In 1862, the name of Morgan, the raider, was enough to make any child in southern Ohio quake in his shoes.

Grandmother reasoned that the children were as safe in school as anywhere else, so the lessons were continued.

When the news came to the women spreading the tables in the park, mirth gave place to consternation. There sat the long tables, loaded with dainties of all sorts, the most decorative being the cakes heaped high with fluffy white frosting studded with red cinnamon drops. The women felt that they could not leave the tables. Moreover, they were as safe there as anywhere.

In a cloud of dust the enemy raiders came thundering into the village. They halted at the park and watered their horses at the long trough. Then Morgan spied the loaded tables. What a treat for his hungry men! He noticed the rows of cakes. "All alike," he muttered. "I fear a trap! Company, march!"

✓IV. The following stories stop at the climax. Write a good ending for each.

AN UNEXPECTED RETURN

After listening closely, a hunter concluded that a noise he heard came from a hollow log lying near. When he peered into the log he could see two bright eyes glowing like coals of fire. The eyes belonged to a bear cub that for some reason or other had been left at home alone while his mother searched for food.

The hunter decided to capture the cub and to present it to his young son for a pet. After assuring himself that the mother bear was not in sight, the hunter leaned his gun against a tree, drew on some heavy gloves, and with his hunting knife in his mouth began working his way into the hollow log.

The hunter's progress was slow, for he was a large man and the log was small. As he paused to rest, he heard a growl that came from somewhere in the rear.

TRAPPED

Late in August a party of tourists was travelling along on a high plateau in northern California. A swift breeze stirred the heavy dust and moved the grass, burned to a lifeless brown by the summer sun.

The running board on the left-hand side of the car was so loaded with luggage that it was impossible to use the doors on that side. On the right-hand running board was a rolled-up tent, well treated with oil to make it waterproof. When entering or leaving the car the passengers were obliged to step on this tent roll.

When the driver had finished smoking, he handed the pipe to his son, who was sitting beside him. Instead of holding the pipe until it was cool, the boy thoughtlessly emptied the contents out of the window. In a few minutes one of the passengers in the rear seat cried, "Look! the tent's on fire!"

IN THE COLD DAWN

When we rose to a high altitude, the pilot asked us if we should like to see him do a few stunts. Somewhat shakily, we agreed. After all, it was my first flight, so I could not be expected to be particularly brave.

While doing a flip-flop, the plane gave a sudden lurch, and to my horror I felt myself slipping!

VARIETY IN SENTENCE TYPES

I. Which of the following selections 1 (a) or (b) is more interestingly and dramatically told? Why? Compare the other selections in the same way.

1. (a) With tomahawk raised, the Indian crept upon John. The boy was frightened. You probably wonder what he could do. He wondered if he should run. He wondered if it was worth while to cry out. Suddenly a shot split the silence, and John was saved. He failed to discover who fired

the timely shot, however, for just then his mother called him to breakfast.

- (b) With tomahawk raised, the Indian crept upon John. How frightened the boy was! What could he do? Should he run? Was it worth while to cry out? Suddenly a shot split the silence. John was saved! Who had fired the timely shot? John never found out, for just then his mother called, "Breakfast!"



John ran.

John ran?

John ran!

WHAT A WORLD OF DIFFERENCE IN THAT FINAL MARK!

2. (a) There was a railroad track at the bottom of the hill. The engine was dead when we landed on the track. There was a train coming. We heard it whistle. We got the car started just as the train came around the curve.
- (b) Down the hill we coasted, landing on the railroad tracks at the bottom. "Why, the engine's dead!" exclaimed John, who was driving. "What shall we do?" A sharp curve shut out the sight of an approaching train, but its whistle sounded uncomfortably close. Just as we were despairing, there was a cough from the engine. What a welcome sound! We left the tracks just as the train rounded the curve.

II. Each sentence in the stories numbered (a) in exercise I makes a statement. Such sentences are called **declarative sentences**. How is each declarative sentence punctuated?

What kinds of sentences do you find in the stories numbered (b)? What is the purpose of each kind of sentence? How is each **question**, or **interrogative sentence**, in the stories numbered (b) punctuated? How is each **exclamation** punctuated?

✓ III. Write the following account more interestingly :

A circus came to town last summer. One cage had two large lions in it. The keeper came to feed the lions. He saw that one of them was gone. He searched everywhere. All the assistants helped. They found the lion in another cage.

✓ IV. Write five examples of interrogative sentences and five of exclamatory sentences.

V. Rewrite the following selection. Begin each sentence with a capital letter and end it with a period, an exclamation point, or a question mark. If you will read each sentence aloud to yourself, it will help you decide whether the sentence *makes a statement, cries out, or asks a question*.

FOOTBALL IN NOVEMBER

✓ How bitterly cold it was I tried in vain to wriggle my toes inside my heavy galoshes my fingers were doubled into fists inside the gloves that Mary had said would be so warm never again would I attend a stupid game when the thermometer registered zero if only I could jump around and thaw out a bit the game dragged on and on I rapidly turned into a miserable cake of ice

Suddenly our side made a touchdown the ice melted as if by magic I jumped up and down with excitement hurrah

for our team what a glorious game recklessly I waved bare hands in the frosty air who said it was cold.

You should have 8 periods, 5 exclamation points, 1 question mark, and 9 additional capitals.

VI. Rewrite the following selections, varying the lengths, the beginnings, and the types of sentences. In what other ways can you add spice to your revisions?

TWO INCHES TOO FAR

It was my first real party. We sat at the dining table. Many delicious things were served. I tried to remember my table manners. I did, until dessert. A plate of cake was across from me. I reached for it. I thought nobody was looking. I reached too far. I lost my balance. I fell on the table. My ice-cream plastered my coat. My napkin fell to the floor. I reached to pick it up. I upset my glass of water. Everybody laughed. I could hardly swallow my cake. My good time was spoiled. My friends still tease me about my first party.

THE NEIGHBORHOOD LION

The lion was coming toward me. I wondered what I should do. I wondered if I should climb a tree. But there were no trees close at hand. I raced for the river. The lion was in pursuit. He was gaining on me. Suddenly I tripped on a root. I fell headlong. A huge paw descended on me. I felt a warm tongue lick the back of my neck. In amazement I turned my head. The pale light of the moon revealed the shaggy outline of — a large, friendly Newfoundland dog.



USING VIVID VERBS



WHAT VERBS ARE PICTURED?

I. Suggest verbs to describe the action in the different pictures above. Why does *lurched* make a more definite picture than *walked* or *went*?

II. Change the italicized words in the following sentences to verbs that best describe the action of each person or thing named. For instance, in the first sentence you might substitute *tottered* for the old man, *strolled* for the dandy, and *swaggered* for the prize fighter.

1. A (feeble old man, young dandy, husky prize fighter) *came* into the waiting-room.
2. He *sat* down on one of the long benches.
3. "The train is late!" he *said* to (a young lady, an elderly woman, a little girl) who sat near by.
4. "Yes," she *said*.
5. Presently the train *came* into the station.
6. They *got* aboard, the whistle *blew*, and off the train *went* into the night.
7. The long, black coaches *travelled* hurriedly through the night.
8. At each stop soot and steam *came* from the engine.
9. The bell *rang* untiringly.
10. The (feeble old man, young dandy, husky prize fighter) *walked* up the aisle of the coach.
11. The train started suddenly and the (old man, young dandy, prize fighter) *fell* forward.

12. He *talked* under his breath about the rough road-bed.
13. He *frowned* at our mirth.
14. We *looked* out into the night to hide our smiles.
15. Finally the (old man, young dandy, prize fighter) *sat down* and watched the rain *come* against the windows.

III. Make up exercises of your own, similar to the above. Use picturesque characters, such as a gipsy, a hobo, a king, and a general.

IV. Keep a list of vivid verbs that you can use in making your stories give a more definite picture of action.

ENDING YOUR STORY SATISFACTORILY

I. Even though your story has a challenging beginning, the excitement of suspense, and an excellent choice of words, it will not be effective unless it also has a satisfying ending.

Is the ending of the following selection satisfactory?

OUTWITTED

The teacher was questioning the class in geography. "Can anyone tell me what the equator is?" she asked.

"Yes, ma'am," answered one boy. "It's an imaginary line drawn around the earth, everywhere equally distant from the poles."

That sounded to the teacher like a memorized definition. "Do you really know what that means?" she demanded. "Could you, for example, tie a knot in the equator?"

"Yes, ma'am."

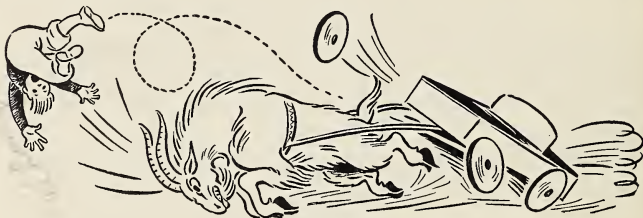
"Could you, indeed?" was her rejoinder.

But the bright pupil was not dismayed. "An imaginary knot, ma'am," he countered.

Most adventure stories end with either a *surprise* or a *satisfactory explanation*. How does the selection "De-

votion" (page 115) end? How does the selection "A Lucky Miss" (page 120) end? How does "Monkey Business" (page 124) end? How does "The Neighborhood Lion" (page 135) end?

II. In each of the following stories the last sentence has been omitted. Write closing sentences to make the stories end with a surprise or a satisfactory explanation or a comment that does not sound tacked on. Which of the suggested endings is best? Give a reason for your opinion.



A SWEEPING DEFEAT

Thinking to have some fun one day, I hitched an old billy goat to a goat cart. I found that I had made quite a mistake about goat nature, for goats aren't at all the gentle creatures that I'd always thought. Billy ran along like a streak of greased lightning, and then, for no reason at all, stopped suddenly. Out of the wagon I shot and landed on my hands and knees right in front of the old fellow. With a loud "Baa-a-a!" he charged and hit me like a ton of brick.

- (1) Goats are queer animals.
- (2) I discovered right then that goats are too hard-headed for me.
- (3) I'll never try to hitch up old Billy again.

VOICES IN THE NIGHT

One warm, windy night I was walking home down the road from a neighboring farm when all at once I heard voices coming from the opposite direction. When I saw a light ahead, I quickly jumped behind some underbrush along the wayside. Soon the voices became more distinct, and as I gazed from behind the bushes I saw two men walking rapidly up the road with a dim lantern and a sack. The appearance of the men sent a little cold shiver down my spine. One had a scar from his ear to his mouth. The other walked with a slight limp. They were both dark and unshaven.

Suddenly a wild scheme flashed through my mind. I was going to follow these men, for I was quite sure they were up to some mischief. I noticed that the men occasionally cast frightened glances into the bushes as they hurried along.

After we had walked what seemed hours to me, we came to a small cabin. The men entered, and I quietly crept up to a window. To my surprise, I saw a sick woman lying on a bed. While I watched, the men opened the sack.

- (1) When I saw that they took from the sack two chickens that they had probably stolen for the sick woman, I quietly tiptoed away.
- (2) Two chickens popped out as lively as crickets.
- (3) I decided that never again would I risk my life by following chicken thieves.

III. Discuss in class the endings that different members have chosen or written. Decide on the best ones. What type of ending does the class seem to like best — the surprise, the explanation, or the comment?

IV. Write out an adventure story that you have told recently. Cut the ending sentence from your story and supply a new one.

RETELLING STORIES

Do you know how the forget-me-not got its name? how the rabbit's tail came to be short? why the robin's breast is red? Myths, fables, folk tales, historical stories, and fiction, as well as personal experiences, make good material for a story-teller.

In addition to the guides on page 125, the following suggestions will help you in retelling stories:

1. Choose a story you like, and one in which the class will probably be interested.
2. Condense your story, but do not omit essential details.
3. Know your story well enough to tell it smoothly, but don't memorize it word for word.
4. Talk directly to the group and be sure that everyone hears you.
5. Take time to think. Don't be "pause-panicky."
6. Measure your success as a story-teller by the interest your listeners show.

I. The following examples are condensed from larger selections. They show how a story-teller can shorten different types of stories before retelling them.

A CLASSICAL MYTH

The Greeks were trying to capture Troy in order to rescue Queen Helen of Sparta. Under the direction of Ulysses, they began building an immense wooden horse just outside the city walls. They spread the rumor that the horse was being built in honor of Minerva. When the huge structure was completed, the Greek ships sailed away, only to hide behind a near-by island.

As soon as the Greeks were gone, the Trojans flocked out of the gates to examine the wooden horse. It was so immense that it filled them with wonder. Would it be safer to destroy it? Was it a clever Grecian device to harm them?

Then a Greek prisoner declared that his countrymen had made the horse so large because they didn't want the Trojans to have it in their city. This decided the matter for the Trojans. If the Greeks didn't want them to have the horse, of course they intended to have it. So they tore down a section of the wall and dragged the horse into their city.

That night the Greek warriors hidden within the horse rushed out on the unprepared Trojans. The ships lying hidden behind the island returned, Troy was captured, and Helen was returned to her home in Sparta.



THE TWO FROGS

A frog that lived in a ditch near the town of Osaka, Japan, grew dissatisfied. Above everything else he longed to visit the town of Kioto, where the Mikado had his palace. Finally his longing grew so great that he set forth on his journey.

The spirit of discontent must have been widespread in those long-ago days, for another frog that lived in Kioto near the Mikado's palace felt that he must see the town of Osaka and set forth on the same day.

Halfway between the two towns the road climbed over a mountain. When the frog from Osaka reached the summit, he was so exhausted that he sank down to rest. Just as he was preparing to descend, he saw a frog toiling up the steep road. He waited to ask about the wayside accommodations.

The two frogs soon found that they enjoyed each other's conversation. Although the hardships along the road had

somewhat lessened their enthusiasm, they began to tell each other of their desires. "If we were only taller," said the Osaka frog, "we could see the towns to which we are going and decide if it is worth while to continue."

Then the Kioto frog had an idea. "Let's stand on our hind legs and hold on to each other. Then by stretching we can see the towns." So the two frogs stood facing each other and stretching up as tall as possible. But although each frog's nose pointed to the town he longed to see, his eyes were looking at the town that he had just left. They looked and looked. Then each said in disgust, "Well, I declare, the town looks exactly like my home town." So they bade each other good-bye and set out for home. They spent the remainder of their lives in contentment, for each frog was satisfied that the towns of Osaka and Kioto were exactly alike.

THREE THOUGHTLESS BOYS



Tom Sawyer, Joe Harper, and Huckleberry Finn grew tired of always being misunderstood and decided to run away. They met at midnight, loaded their raft with provisions, and landed on an island in the Mississippi River. The next day, when the boys could not be found, everybody decided that they had been drowned. The next night Tom made a secret trip home and found out that the funeral was

to be held the following Sunday. The three boys decided that they would like to attend their own funeral. So on Saturday night they sneaked into the village and hid in an unused gallery of the church.

The minister began the funeral sermon. He told how brave and good the boys had been and how everybody had been hard on them because of their pranks. The sermon was so touching that the entire congregation began to cry.

Suddenly the minister raised his tear-dimmed eyes and stared as though he had seen a ghost. Everyone turned to look. There were the three "dead" boys marching sheepishly up the aisle.

MARK TWAIN (*Adapted*)

II. Plan to retell one or more stories in class. The following suggestions may recall other stories. See also the library list on page 145.

✓ Androclus and the Lion	A Fairy Story
The Dog in the Manger	Daedalus and Icarus
The Heel of Achilles	The Farmer and the Fox
Robert Bruce and the Spider	
A Tale from <i>Arabian Nights</i>	

OTHER INTERESTING THINGS TO DO

I. Draw a large clock face on a piece of drawing paper. Instead of numbers draw tiny cartoons to show what experience you were having at the various hours. What story titles do these cartoons suggest?

II. Pretend that you are one of the characters listed below. Tell about your everyday adventures.

A movie star	A snake charmer
A steepjack	A deep-sea diver
An arctic explorer	A parachute jumper

III. Broadcast a series of bedtime stories. Use a real microphone, if possible.

✓IV. Tell the experience suggested by one of these unfinished sentences:

- any one
1. I was embarrassed when . . .
 2. I was so frightened that . . .
 3. Of course I'm not superstitious . . .
 4. I'll never forget the first time I . . .

V. Make your own list of books and magazines containing stories of adventure that you like. Include only those you have read and tested for adventure qualities. The list on page 145 will give you a start.

✓VI. In your English notebook or on separate cards begin a list of all the books you have read. Write a sentence or two telling some definite fact or opinion about each book. This is called **annotation**. For example:

Ross, Margaret Isabel — Back of Time

A thirteen-year-old boy tells of exciting times with wild animals and savages while on a scientific expedition to the strange country of Australia.

VII. Use care in writing the names of books and authors. Rewrite the following sentences, supplying the capitals needed:

1. the book *back of time*, by m. i. ross, tells of a boy's adventures in australia.
2. be sure to include *jim davis*, by john masefield, in your list of books to read.
3. *the beckoning road*, by caroline dale snedeker, is a book you will enjoy.
4. have you read mary antin's book, *at school in the promised land*?
5. elsie singmaster's story, *when sarah saved the day*, is popular with girls.

VIII. Make a drill exercise of your own similar to the one in exercise VII. Exchange papers with a classmate and supply the needed capitals.

IX. Write a description of one book that you especially like. Make your review so stimulating that your classmates will want to read the book.

USING THE LIBRARY

The Love of Books, the Golden Key
That opens the Enchanted Door.

ANDREW LANG

You will enjoy discovering for yourself the "magic ground" that lies between the covers of books such as those listed below:

Bridges, Thomas Charles,	
and Tiltman, H. H.	<i>Heroes of Modern Adventure</i>
Brooks, Elbridge S.	<i>Historic Boys</i>
Brooks, Elbridge S.	<i>Historic Girls</i>
Burnett, Frances Hodgson	<i>Sara Crewe and Other Stories</i>
Field, Rachel	<i>The Calico Bush</i>
Finta, Alexander, and	
Eaton, Jeanette	<i>Herdboy of Hungary</i>
Gosse, Sir Edmund W.	<i>Father and Son</i>
Grahame, Kenneth	<i>Dream Days</i>
Lewis, Elizabeth Foreman	<i>Young Fu of the Upper Yangtze</i>
Masefield, John	<i>Martin Hyde</i>
Muir, John	<i>The Story of My Boyhood and Youth</i>
Snedeker, Caroline Dale	<i>Downright Dencey</i>
Walpole, Hugh	<i>Jeremy</i>
Warner, Charles Dudley	<i>Being a Boy</i>

MAGAZINES

<i>Boys' Life</i>	<i>The American Boy</i>
<i>St. Nicholas</i>	<i>The American Girl</i>

REVIEW, TEST, AND PRACTICE

VERBS AS SENTENCE-MAKING WORDS

Test. List the verbs, or sentence-making words, in the following story :

SAVED BY A DOG!

Jimmie sleeps. Dog barks. Jimmie worries. Dog growls. Jimmie calls, "Who goes?" Man runs. Father comes. Jimmie tells. Father looks. He scolds. "Sleep!" Jimmie insists. Mother agrees. All retire.

Practice I. Write a skeleton story of your own, using sentences of not more than two words — a simple subject and a verb. Try to include questions and commands as well as statements. Use appropriate end punctuation.

The simple subject is usually expressed, but it may be understood in commands, thus :

(You) Sleep! (You) Come here!

It will be fun to read your stories aloud if you have been careful to make each sentence actually say something.

✓*Practice II.* Each of the following word groups needs a word to make it into a sentence. Add the necessary words. What part of speech is each?

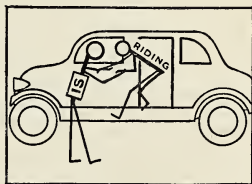
1. A frightened mouse ____ refuge in a cheese box.
2. Soon he ____ a faint noise.
3. Through a knot-hole he ____ his enemy, the cat.
4. How hungry-looking the cat ____ to the mouse.
5. The fur on the little mouse almost ____ white.
6. His heart almost ____ still.
7. Finally the cat ____ on.
8. Then the little mouse ____ a sigh of relief.
9. He ____ out of the cheese box and ____ off home.

VERBS OF MORE THAN ONE WORD

There must be at least one verb in the sentence. Quite often, however, the verb consists of several words used together as one verb. Notice the verbs in the following sentences :

1. Our class *wrote* yesterday.
2. His class *is writing* today.
3. We *are writing* to our friends.
4. My aunt *did write* to me.
5. How many letters *were written* yesterday?
6. John *has written* to his father.
7. You *have written* to your father, too.
8. It *had been written* twice before you came.
9. You *might have written* for me.
10. I *should have written* sooner.

In all the sentences except the first, you observe that the verb has helpers. Some of the most common **helping verbs** are :



WHAT OTHER HELPING
VERBS MIGHT ASSIST?

do	may be	will be	should have been
is	shall be	should be	might have been
can	have been	should have	must have been
am	could have	would have	could have been

Practice I. Let some member of the class suggest a verb and then see who can make the greatest number of different forms of that verb by adding helping verbs. Remember that words like *not*, *never*, *often*, *already*, and *surely* are not verbs and must not be included with the helpers.

Practice II. Use the verbs suggested in Practice I in declarative sentences. Underline the verb and its helpers in each sentence, as shown below. If other words come between the verb and its helpers, do not underline them.

He has often sung in public before.

I should not have gone this morning.

We weren't beginning at the same time.

The underlined words are the **simple predicates** of the sentences above.

Practice III. Make your sentences into questions and notice what changes are necessary.

Has he often sung in public before?

Should I not have gone this morning?

Weren't we beginning at the same time?

Practice IV. Write an interesting paragraph on any subject chosen from the list on page 122. Underline all the verbs and helping verbs you use.

✓ *Test.* Copy the following paragraphs and underline the verbs and their helpers (the simple predicates):

✓1. Have you seen my new bird dog? We bought him from a large kennel in Winnipeg. He sits down while I place his dish of food in the corner. When I say "Eat," he leaps to his dish. He swallows so fast that I am afraid he may choke. We feed him bones every day. They supply him with minerals for his growth. They also keep his teeth clean. He should grow up strong and healthy.

✓2. May I see your composition? I can hardly believe my eyes! For some time you have been improving in your work. However, I did not expect such great improvement. Why have you not prepared me for this surprise? No one has realized your ability from your first paper. We should

never in the world have expected such fine results. What has caused this great change? We shall look forward to your papers in the future.

AGREEMENT OF SUBJECT AND VERB

When two or more subjects are joined by *and*, as in the first sentence below, they take a plural verb. When they are joined by *or*, as in the second sentence, they take a singular verb.

Test. Use the following exercise to test your ability to make verbs agree in number with their subjects.

Write the numbers 1 to 19 on a sheet of paper. Opposite each number write the correct form of the verb from the parentheses in the sentence of that number. Then read the sentences aloud.

1. Mary and her sister Jane (is, are) coming to our party.
2. Ruth or Caroline (is, are) planning the games.
3. Rob or Pete always (does, do) the best drawings.
4. It (doesn't, don't) make any difference to me.
5. (Was, Were) you the one who gave the play?
6. The price of the tickets (is, are) twenty-five cents.
7. They (is, are) standing up to see the play.
8. One of the horses (is, are) in the pasture.
9. My sister and I (am, is, are) happy today.
10. Betty, Frank, and the pup (was, were) ready to start.
11. You and your sister (was, were) expected.
12. Jack, and not I, (has, have) done this.
13. One of those tall trees (is, are) an oak.
14. My brother and I (has, have) completed the work.
15. Three home runs (was, were) made during our game.
16. (Does, Do) Jane and Mary know you are here?
17. (Has, Have) the refreshments been delivered?
18. The teachers and some of the parents (have, has) accepted our invitation.
19. John (doesn't, don't) think he can attend.

If your score on this test indicates that you need further drill, study the explanations given below and then take the test on page 155.

Name the subject of each of the following verbs:

The cherry <i>is</i> ripe.	The cherries <i>are</i> ripe.
The boy <i>was</i> tired.	The boys <i>were</i> tired.
The boat <i>has</i> oars.	The boats <i>have</i> oars.
The girl <i>sings</i> well.	The girls <i>sing</i> well.

Cherry, *boy*, *boat*, and *girl* are said to be **singular** because each names one person or thing.

Cherries, *boys*, *boats*, and *girls* are said to be **plural**. What does *plural* mean?

Verbs also have a **singular** and a **plural** form. Name the singular and the plural verbs in the sentences above.

Singular verbs are always used with singular subjects and plural verbs with plural subjects. To make a verb agree with its subject, first find the subject and decide whether it is singular or plural. Then use the proper form of the verb to agree with the subject.

The pronoun *you* is always used with a plural verb.
✓ *Practice I*. Complete the following sentences, reading *is* or *are* in place of each blank. Then complete them again, reading *was* or *were* in each sentence.

1. The boys ____ planning to go to the club.
2. ____ you planning to go, also?
3. They ____ going to initiate the new members.
4. James ____ one of the new members.
5. His brother ____ one of the founders of the club.
6. My father ____ going to let us use part of the garage.
7. Jerry and Frank ____ making a telegraph set.
8. Harry ____ installing a receiving set in his bedroom.
9. The boys ____ having much fun.
10. They ____ all willing to work.

Practice II. Make an exercise of your own, similar to Practice I, with blanks to be filled with *is*, *are*, *was*, and *were*. Exchange papers with a classmate and supply the missing verbs for his sentences. Label each verb *singular* or *plural*.

✓ *Practice III.* Use these verbs in sentences, supplying singular or plural subjects as needed:

- | | | |
|----------|----------|----------|
| 1. go | 4. tries | 7. make |
| 2. seems | 5. work | 8. give |
| 3. find | 6. swims | 9. plans |

THE INTRODUCTORY WORD *THERE*

The subject of the sentence "There were seven eggs in the nest" is *seven eggs*. Notice that *there* is never the subject of a sentence, because it is never a person, a place, or a thing.

To make the verb agree with the subject in sentences beginning with *there*, ask: "Who or what *is*, *are*, *was*, or *were*?" "Who or what *do*, *does*, or *did*?"

Practice I. Copy the following sentences and underline the subjects once. To find the subjects, ask: "Who or what *is*, *are*, etc.?"

- 1. There was a hint of rain in the air.
- 2. There were ten girls at our picnic.
- 3. There is no fun to be had at a picnic on a rainy day.
- 4. There are other people disappointed, too.
- 5. There were several boys planning to go fishing.
- 6. There is nothing sillier than to cry about the weather.

✓ *Practice II.* Supply *is*, *are*, *was*, or *were* for each blank below:

- 1. There ____ many interesting ways to spend an evening in pioneer times.
- 2. Usually there ____ many members in each family.

3. There ____ enough people to play games.
4. There ____ corn to pop on the open fireplace.
5. There ____ chestnuts to roast in the coals.
6. There ____ clever traps to be made for unsuspecting animals.
7. There ____ lovely samplers to be worked by the girls.
8. Now, also, there ____ quiet evenings at home.
9. There ____ favorite radio programs to enjoy.
10. There ____ a new stamp to be put in the collection.
11. There ____ post-cards which revive memories of pleasant trips.

Practice III. Write ten sentences beginning with *there*. Leave blanks to be supplied with *is*, *are*, *was*, and *were*. Exchange papers with a classmate and supply the missing verb forms for his sentences. Label each verb *singular* or *plural*.

MODIFIED SUBJECTS

Adding a modifier to the subject does not change its number. The verb is the same in each sentence below, because the subject is the same.

1. One is in the house.
2. One of the girls is in the house.

The longer subject, made up of the simple subject and its modifiers, is called the **complete subject**.

✓*Practice I.* Copy the following complete subjects, supplying predicates containing *is*, *are*, *was*, and *were*:

1. The girl in the blue dress ____.
2. One of the men ____.
3. Two of the men ____.
4. The leader of the boys ____.
5. The Governor-General of Canada ____.
6. The children with the red wagon ____.

7. The boys in the automobile ____.
8. The man to the right of my parents ____.
9. The birds on the highest branch ____.
10. The fireplace with the red bricks ____.
11. These pictures of my mother ____.
12. The lamp with the pretty shade ____.
13. The boys with the fishing tackle ____.
14. The guests at the party ____.
15. The sandwiches for the picnic ____.

Do not be confused if the subject is separated from its verb by a very long modifier, as in the following sentences. In your mind, put the subject right next to the verb.

1. *John*, as well as four other boys in his class, *has won* a prize.
2. *Cinderella*, not her haughty sisters, *was* able to wear the slipper.
3. The *suggestion* that more pupils should hand in stories *meets* with our approval.
4. Our *display*, which is made up of collections of the students' own compositions and pictures, *attracts* everyone's attention.

✓ *Practice II.* Select the correct forms of the verbs from the following parentheses:

1. The man and his sons (go, goes) to church each Sunday.
2. Mr. Brown and another carpenter (was, were) building a house.
3. The book, in spite of having only a few pages, (has, have) many illustrations.
4. The little boy, who has many pets, (likes, like) them all.
5. The coach and his players usually (go, goes) by bus.
6. The noise of the passing students (seems, seem) unnecessarily loud.

7. The stack of books (lie, lies) on the floor.
8. The books on this shelf (seem, seems) crowded.
9. The leaves on the trees (was, were) turning brown.
10. A magazine with attractive pictures (is, are) interesting to all of us.

Practice III. Write ten sentences of your own similar to those above. Underline the simple subject once and the simple predicate twice.

COMPOUND SUBJECTS

Practice I. Study these sentences:

Frank and Harry are going with us.

1 and 1 = 2 (plural)

Either Frank or Harry }
Neither Frank nor Harry } is going with us.

1 or 1 = 1 (singular)



Two or more subjects joined by *and*, *or*, or *nor* are said to be a **compound subject**.

Mary and I is the **compound subject** of the first sentence below. Find the compound subjects in the other sentences. Then read the sentences aloud until your ear becomes accustomed to the correct sound.

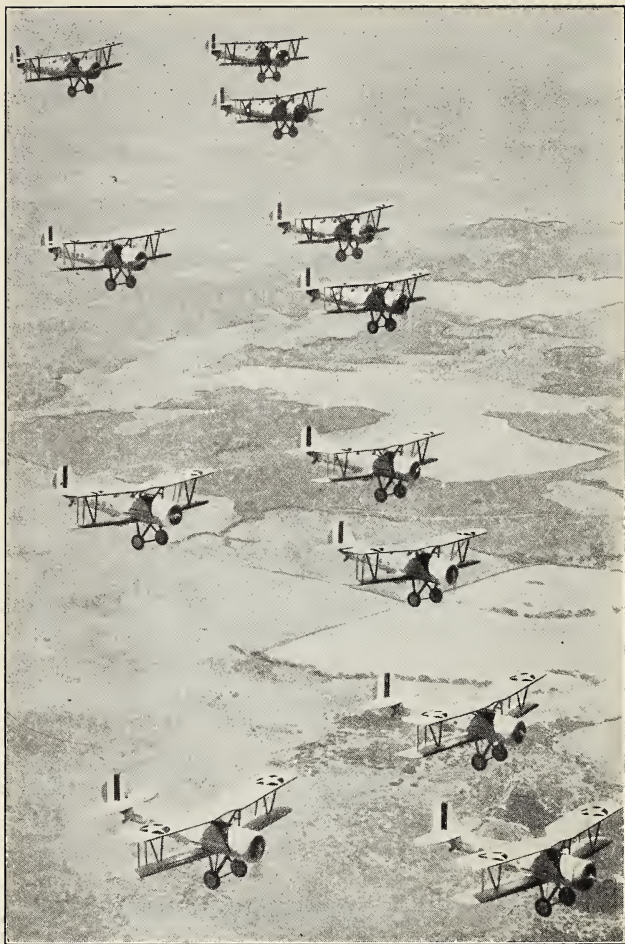
Mary and I are going to the club meeting. You and he also are invited. Frank and Harry do not plan to go with us. Either Jane or Mary is to return home with us. Neither you nor he is expected to go. Either James or she is planning to accompany us.

Practice II. Write and then practise reading aloud sentences of your own, using forms such as the following :

Either you or he is . . . Clara and Jane are . . .
Neither we nor they are . . . Jack and I were . . .
Neither dogs nor cats are . . . You and they were . . .

Test. Write the numbers 1 to 20 on a sheet of paper. Opposite each number write the correct form of the verb chosen from the parentheses in the sentence of that number. Then read the sentences aloud.

1. Jane and I (is, are) on our way to the meeting.
2. Either you or Martha (was, were) there.
3. George and Elmer (does, do) not plan to come today.
4. There (is, are) several things we must discuss.
5. Neither John nor Herbert (care, cares) to debate.
6. Our principal (don't, doesn't) live here.
7. You (was, were) supposed to pay him a dollar.
8. There (is, are) several children waiting in the hall.
9. They and their teacher (is, are) waiting to come in.
10. They (was, were) all given invitations last week.
11. Their conduct (make, makes) us proud of our class.
12. That book (contain, contains) much humor.
13. It (don't, doesn't) have to be unusual to be an adventure.
14. Both the coach and the team (is, are) doing the best they can.
15. It (was, were) the wind which nearly upset our boat.
16. (Hasn't, Haven't) May and Kate found their adventure stories yet?
17. Either your brother or your cousin (has, have) left his hat.
18. Neither a dog nor a cat (is, are) amusing to her.
19. Neither the title nor the author's name (is, are) on your card.
20. John and Ed (has, have) gone to the ball game.



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FLYING IN FORMATION IS NECESSARY FOR STRENGTH AND SAFETY

UNIT VI. BUILDING A GOOD PARAGRAPH

TELLING ABOUT ONE THING

I. Study the picture on page 156. Why are the aeroplanes in regular formation? What might happen if they did not fly in formation? How is a good paragraph like a flying squadron?

II. A story told in one paragraph is restricted to a single topic. This topic is the captain of the company.

Which of the following stories tells the details of one topic only? Why is the second story better than the first story?

1. We have a good baseball team, but bad luck seems to follow us. It was with us on Saturday when we played Laurier School. We scored first, then Laurier scored, until at the beginning of the eighth inning the score was a tie. Then Laurier made a home run and was in the lead. In the last inning I knew when my turn came to bat that all depended on my hitting that ball. You can imagine how mean I felt when I struck out and had to walk back to my team-mates. My cousin's school is larger than ours, but their team lost when they played Victoria School last week.

2. My knees were a bit unsteady as I walked to the plate. Two were on bases. Our opponent, Laurier School, was in the lead, and all depended on my hitting that ball. The pitcher wound up and launched a ball straight at me. It broke, or curved, when about four feet from the plate and nicked the outside corner. I didn't strike at it, but the umpire called, "Strike One!" One precious chance gone! I struck out miserably on the next two balls. How ashamed I felt as I slunk back to my team-mates!

III. Give a short, catchy title for the better story on page 157. What is the main idea of the story?

IV. The first sentence of each paragraph often states in a general way the main idea or the topic of the whole paragraph. Such a sentence is called a **topic sentence**.

Find the topic sentence in each of the following paragraphs. Why does the topic sentence frequently come first? Must it come first?

1. A brother is sometimes a nuisance. Mine was for a little while, after he had been elected president of the Nature Club in his school. Immediately he went "bugging," as he called it, and to my horror he returned with two rare specimens of fearful-looking spiders. My temper broke loose when he declared that he intended to keep his pets in the living-room. For three nights I dreamed of spiders, and then came peace. My brother's "lovely" spiders died! Although he was sad for a time, he made a much more satisfactory brother.

2. If I am cold as well as scared, how I can shake! The chills went up and down my spine as the thunder rumbled and crashed over the tree-tops. The gusts of cold rain drenched me from head to foot. Faster and faster I ran, trying to hold my flapping coat about me. How much longer the blocks were than on a sunshiny day! But at last I stumbled into the house, soaked and shivering. The living-room never before looked so warm and cosy.



3. Some animals in the circus have such gluttonous appetites that

they would be nuisances as pets. The lions and tigers are fed but once a day. This is usually following the first show, or about three-thirty in the afternoon. Each animal eats from twelve to fifteen pounds of beef. For a family pet, the need for such an appalling amount of dinner would be a great drawback.

4. How Mary Antin loved the English speech! She had a native gift for language, and gathered the phrases eagerly, lovingly, as one gathers flowers, ever reaching for more and still more. She said the words over and over to herself with shining eyes as the miser counts his gold. Soon she found that she was thinking in the beautiful English way. When she had been only four months at school, she wrote a composition on "Snow" that her teacher had printed in a school journal to show this foreign child's wonderful progress in the use of the new tongue.

MARY R. PARKMAN

OBSERVING SELF-HELP GUIDES

I. Judge the quality of the selections above by these guides, which you learned in previous grades:

Guides for Writing Paragraphs

1. A good paragraph has one main idea.
2. Each sentence helps to develop the main idea of the paragraph.
3. The opening sentence challenges the reader's attention.
4. The sentences vary in length, form, and arrangement. They contain vivid words.
5. The closing sentence finishes the thought of the story by adding a comment, a surprise, or a natural conclusion.

→ II. Choose one of the following topic sentences and develop it into an interesting paragraph. Change the opening sentence you use to fit an experience you have had. In writing your paragraph, observe the guides given on page 159.

1. I've just added a fine (sea horse, stamp, china dog, or something else) to my collection.
2. Small brothers and sisters are sometimes great nuisances.
3. Some people do very queer things when they get excited.
4. All day long I felt that good luck was following me.
- ✓ 5. It is very simple to make (a basket, a bird-house, a block print, or something else).
6. If you follow this recipe, your fudge will always be smooth and delicious.
7. Some dogs seem to know more than their masters.
8. Our new room decorations are beautiful.
9. If I were in charge of the traffic of the city, I should enforce a new rule.
10. Luckily, Christmas comes only once a year.

SELECTING A GOOD TITLE

I. Select an appropriate title for each of the paragraphs on pages 158 and 159. The following guides may help you:

Guides for Choosing Titles

1. The title should be short (usually one to five words).
2. The title should tell the main idea of the story.
3. The title should be so interesting that you want to read the story.

II. Which of the following titles are good, according to the standards on page 160? Which are poor?

Rivers	A Nervous Guide
Truancy	A Walking Clock
My Vacation	Stamp Collecting
Ten Miles Up	The Clock Struck One
A Fishing Trip	The Christ of the Andes

The Largest Eye in the World

I Take a Slow Train to Visit My Aunt

The Science Involved in a Flashlight

How My Old Cat Was Chased by a German Police Dog

III. Select one of the titles in exercise II, or choose a better one of your own, and write a story.

IV. What words in a title should begin with capital letters? Copy the following titles correctly:

an indian dinner	why i missed the party
father's surprise	farmer brown's black colt
how it happened	under the northern lights
the first thanksgiving	a stranger in a strange land
friends of the tree-tops	our gifts from the chinese

V. From your experiences make a list of narrow subjects suitable for stories of a single paragraph. They may be about your special likes or dislikes, your favorite sports, embarrassing moments, or your hobbies. Tell your classmates about one of them. The following titles may help you:

A Flat Tire	Caught in a Storm
An Accident	A Foreign Playmate
Fisherman's Luck	In the Doctor's Office
Buying a New Book	An Embarrassing Moment
A Midnight Adventure	My First Cooking Lesson

Judge your paragraph to find if you have used a narrow subject and told about one thing only.

THE OPENING SENTENCE

I. Which of the numbered sentences below makes the better beginning for each of the paragraphs?



A GOOD START

A. (1) I have a dog named Queenie. (2) My dog Queenie has a personality, just as my other playmates have. She has the biggest and brightest eyes in the world. They seem to talk. When I come from school and Queenie greets me, her eyes seem to sparkle and laugh for joy. But usually there is a pleading question about them. They seem to say, "Won't you please try to understand my language?"

B. (1) Many scientists have spent their lives studying wild animals. (2) Health rules seem to be kept better by animals than by men. A doctor who has studied wild life all over the world says that in winter young deer will often stand on their hind legs to eat the tiny twigs from a tree. A moose will dive to the bottom of a lake to eat the lily roots or paw into a snowbank to get the first green shoots. Cattle will leave a haystack where food is plentiful to nibble the first scanty green grass of spring. Animals seem to know that vitamins from fresh green food bring good health.

II. Which sentence in each of the following pairs do you think would make a more definite beginning for

telling an incident in one paragraph? Why do some of the sentences introduce too broad a subject? Write a paragraph beginning with one of these sentences:

- ✓ 1. (a) I like to walk in my grandfather's woods.
(b) High above me I heard a strange, chattering sound like the rapid ticking of a huge clock.
- 2. (a) My heart sank as I neared the school building and realized that the last bell had rung.
(b) One day I was late for school.
- 3. (a) One of the most festive occasions at our house comes when Mother makes doughnuts.
(b) Mother had just begun to fry the doughnuts.
- 4. (a) It was Dick Jensen's idea, and we all thought it was a good one.
(b) Dick had the fine idea of building a cave in the river's bank.

III. Write a good beginning sentence for each of the titles listed in exercise V on page 161. Choose one and develop it into a paragraph.

USING INTERESTING DETAILS

I. The following paragraphs show how two well-known writers used details to make their stories seem real and interesting. What vivid words and phrases make us see pictures?

1. Now Tom and Huck must swear to keep the secret for ever and ever. The hour, the circumstances, the surroundings were in keeping.



TOM AND HUCK SWEAR SECRECY

Tom picked up a clean pine shingle that lay in the moonlight, took a little fragment of "red keel" out of his pocket, got the moon on his work, and painfully scrawled the oath. Then each boy pricked the ball of his thumb with a needle and squeezed out a drop of blood. In time, after many squeezes, Tom managed to sign his initials, using the ball of his little finger for a pen. Then he showed Huckleberry how to make an H and an F, and the oath was complete.

MARK TWAIN (*Adapted*)

2. The old stag advanced slowly, and Bambi, the young deer, followed him. O how cleverly the old stag moved! Not a sound came from under his hoofs. Not a leaf was disturbed. Not a twig snapped. And yet they were gliding through thick bushes, slinking through the ancient tangled thicket. Bambi was amazed and had to admire him in spite of his impatience. He had never dreamed that anybody could move like that.

FELIX SALTEN

Bring to class examples from other authors showing how details are used to make stories interesting.

II. Rewrite the following paragraph, adding some of the details listed below:

With his horse panting ____, the ____ boy dismounted ____ before the doctor's door. ____ tying his ____ horse to the hitching post, he knocked _____. There he told the ____ doctor that his ____ grandfather had slipped ____ and had broken his ____ leg. The ____ man now lay suffering ____ in their ____ home _____. The doctor ____ made preparations to visit the injured man.

aged	weary	quickly
left	loudly	hastily
lonely	laboriously	stiffly
intensely	injured	half-grown
sympathetic	in the distant hills	on the ice

III. The following paragraph does not arouse our interest. Notice that details are almost entirely lacking.

AN APRIL DAY

I awoke. I heard rain on my roof. I recalled planning a hike with my friend; but because of the rain, I knew it would have to be called off. But anyhow, couldn't I sit in the house? That is an April day.

Use the opening sentence of "An April Day" for a paragraph beginning of your own. Make your incident interesting by giving details in an effective way.

IV. Make a list of interesting details that might be used in writing about each of the following topics:

1. The Habits of the Owl
2. Columbus's Ships
3. The Big Dipper
4. The Seventh Inning
5. Our Basketball Captain
6. John Smith's Adventure
7. The Leading Character in the Play
8. How the Bees Divide Their Work

USING AN EXAMPLE TO DEVELOP A PARAGRAPH

I. Notice how the following paragraph uses an example to develop the topic of the beginning sentence:

Speedy drivers often have cause to regret their haste. When he drove us home last summer, Mr. Colter made a bet that he could do it in six hours. In order to win his bet, he didn't slow up for a soft gravel road. Suddenly he hit a hole, and quick as a wink the big car turned completely over. Luckily no other car was near, and no one was seriously hurt. But it was more than an hour before a derrick righted our car and started us on our way. Again the wisdom of the old saying, "Make haste slowly," was proved.

Use the beginning sentence of the preceding paragraph to write a paragraph of your own with a different illustration.

II. Use one of the following as the topic sentence of a paragraph. Then develop your paragraph by an illustration that proves the truth of your opening sentence.

1. A stitch in time saves nine.
2. It never rains but it pours.
3. All that glitters is not gold.
4. Haste makes waste.
5. Don't cry over spilt milk.
6. Better be safe than sorry.
7. Hitch your wagon to a star.
8. Waste makes want.
9. Every cloud has a silver lining.
10. A little learning is a dangerous thing.

III. Tell about an experience suggested by one of the following topics. Think carefully just what it was that made the experience interesting to you. Find exact words to make your hearers see and feel the experience as you did. You may use an illustration to make your point clear.

A Circus Is Fun

A Cold Swim

Playing Scientist

A Strange Caller

A Peculiar Pet

Too Much Curiosity

A Misunderstanding

An Inexpensive Hobby

Mother's Unexpected Return

An Incident of Camp Life

A Good Safety-first Rule

My First Trip to the Dentist

IV. Which one of the following paragraphs has a sentence out of order? Which has a useless sentence?

1. This is the plan I use for Christmas shopping. First I add the amount of money I have saved in my Christmas

bank. Then I make a neat list of persons to whom I wish to give presents. With my list in my hand, I am not confused by the alluring Christmas windows and bright show-cases. After each name I write two suggestions for gifts, one for first choice and the other for second choice. Then I estimate the amount of money I have to spend for each.

2. Our four-months-old puppy is at last contented. Until a few days ago he was restless and seemed to be lonesome. He was four months old last Tuesday. But now he no longer has time to try to tell us anything. His whole attention is given to a dilapidated Teddy bear that a neighbor gave him. He no longer teases us to play with him, and he no longer suffers the pangs of loneliness.



WHICH IS OUT OF ORDER? WHICH MEANS NOTHING?

V. Read in class some of the paragraphs that you and your classmates have written. Judge them to see if all the sentences tell about the subject and are written in their right order.

BUILDING STORIES OF MORE THAN ONE PARAGRAPH

I. Read the first paragraph of the selection on page 168. Does the topic at the left show in a few words the main idea of the paragraph? Test in the same way the topic of the second paragraph. State briefly the main point of the third paragraph. Does each sentence help to develop the topic of the paragraph?

1. Difficulties
of following
trail flags
through storm

Before us lay five miles of torture. At every hundred yards along the trail orange flags had been placed for just such an emergency, but the storm was so severe and thick that we could not make out their dim outlines within less than fifty feet. It meant that as we found one of these flags, we should have to go in a straight line as well as we could judge toward the next flag. . . . The greatest difficulty in doing this blind driving from one flag to another was that our dogs would constantly swing down wind and leave the trail completely. . . .

2. Off the
trail

Suddenly, on one of the occasions when I had not been watching the team for a few seconds, I felt the sled pulling harder on soft snow. I came to my senses with a startled feeling. One glance ahead showed me that I was off the trail, and there was no sign, in any direction, of the other two teams. My dogs had swung down wind, I at once saw, and it took all my strength to pull them back up wind and make them face directly into it. Within a few feet my back trail was entirely obliterated. For an instant a pang of excitement rang through me. I realized that if I did not call every aid of my senses to me, I should be hopelessly lost in my milky-white surroundings. . .

3.

I knew that if I was down wind, the trail had to be some place up wind and running at almost right angles. At last I struck a harder spot in the surface, and hoping it to be the trail, I stuck to it as well as I could. At last I found one of the trail flags.

PAUL SIPLE

II. As you learned on page 158, the first sentence in each paragraph states in a general way the main idea or the topic of the whole paragraph and is called a *topic sentence*.

Express in your own words the main idea or topic of each paragraph in the following selection:

MAN'S CONQUEST OF THE EARTH, SEA, AND AIR

Moved by tireless curiosity, man has explored the surface of the earth until today there are few spots where he has not set his foot. East and west, north and south, even the frigid regions of Antarctica and the little-known uplands of Brazil still lure him. In his search for coal, iron, oil, silver, gold, diamonds, and other precious minerals he has dug or drilled far below the surface of the earth. Yet he is not satisfied. Deeper and deeper into the earth he burrows continually.

The same tireless curiosity has led man to explore the ocean. Its vastness has always fascinated him. When he pushed out into unknown waters, the winds blew him across the Atlantic Ocean and then over the wide Pacific Ocean. Not satisfied, he explored the seas of the north and the seas of the south. With net and line and diver he forced the sea to give up its wealth. Finally he invented a submarine and a bathysphere, and the ocean no longer could hide its secrets.

Not satisfied with his mastery of the earth and the ocean, man turned his attention to the conquest of the air. As he watched the birds soaring above him, he wished to fly also. First he constructed balloons, but they were at the mercy of the wind, and man wanted something that he himself could control. So he invented aeroplanes and dirigibles, and now he no longer envies the birds. He sails the air when and where he wills.

Read the topic sentence of each paragraph above. How do the other sentences in the paragraph add to or explain the topic sentence?

III. Choose a short story that you like very much. Notice how it is divided into paragraphs. Tell why you think the paragraphing is good or poor.

IV. There should be three paragraphs in the following story. What is the opening sentence of the second paragraph? of the third paragraph?

A BIRD WITH A PERSONALITY

The crow is a cautious bird. A flock of crows feed always in charge of a sentinel, at whose warning caw there is no delay in flying to a place of safety. Although the crow is familiar and bold, it is often kept away from a cornfield by an old felt hat and a hay-stuffed shirt ingeniously placed on a pole. The crow knows that the shortest distance between two points is a straight line. When on a journey or flying to and from its feeding place, it takes a straight course. Because of this habit we often say "as the crow flies" when speaking of the shortest distance. The crow is also a haughty bird. Although he does not exactly strut or swagger, there is just a little condescension in the way he walks about on the ground. He gives us the idea that he is a lord surveying his domain. "Men toil and plant for my pleasure," he seems to indicate by his manner.

V. The following account is not a good paragraph. It contains three main ideas. Rewrite the account, using three paragraphs. In the first paragraph give an incident in which a cat acted selfishly; in the second, tell of some people you know who have cats for pets; in the third, tell one or more superstitions about cats.

The cat is a selfish animal. Many people have cats for pets. Some people have queer superstitions about cats.

VI. There are three main ideas in the following account. Expand and rewrite it, using three paragraphs. Give your account an appropriate title.

Columbus was a man who never gave up. He made several trips to America. Columbus died an unhappy man.

VARIETY IN SENTENCE ARRANGEMENT

Rewrite the following sentences, showing ways in which they may be varied. For example, "The boys crouched at the starting line" may be written, "At the starting line crouched the boys."

1. The man rushed excitedly into the house.
2. The children jumped quickly into the water, one after the other.
3. The aeroplane glided over the house-tops.
4. Mary sat quietly by the fireside.
5. The automobile whizzed noisily down the street.
6. We will go when you are ready.
7. Fido barked if anyone came near the baby.
8. Jimmy saluted stiffly as the soldiers passed.
9. The Indian one night saw a star falling from heaven.
10. He took the oath of office with his hand on the Bible.
11. He sent for his horse soon and departed immediately.
12. I do not know what would be better, on the other hand, for us to do.
13. Mary left the room, disgusted with the noise.
14. In the corner with a dunce's cap on his head sat John.

VARIETY IN SENTENCE LENGTH

I. Write a paragraph in which you use only very short sentences. If you have no subject in mind, perhaps the following topics will suggest one to you:

How to Kill Time

If I Had Three Wishes

Cats Are Better Pets than Dogs

Does It Ever Pay to Tell a Lie?

Why I Like to Collect Stamps

Why the School Day Should Be Shortened

Children Who Disobey Should Be Spanked

Why I Prefer to Live in (name of town or city)

9. He was wearing a blanket, *and* he looked queer. (because)
10. We asked the guide about the Indian, *and* he said he was a Blackfoot. (when)
11. The guide told us that the Blackfeet are good farmers, *and* he was part Blackfoot himself. (who)
12. We drove through the reservation, *and* so we saw a Blackfoot village. (since)

IV. Rewrite the following selections, combining ideas by means of connecting words such as *who*, *which*, *when*, *that*, and *because*:

WANTED: A CHAUFFEUR!

Miss Bell is our neighbor. She had a new hobby. She was learning to drive a car. She stepped on the starter. Something unexpected happened. The car was in gear. The car leaped forward. She slammed on the brakes. She shifted gears slowly. The car lurched down the street. The car zigzagged back and forth. Her brother watched the performance. He wiped tears of laughter from his eyes. His sister was making the poor car dance from one side of the street to the other.

MEXICO

I like to study about Mexico, and its people and cities are picturesque and interesting. I began the study of Mexico this fall, and then I thought that the land was a desert and that the people lived in cliff houses. Now I know better.

The city of Mexico is the capital, and it has almost all the conveniences of the city of Montreal. It has theatres, electricity, and street-cars. It is situated on a high plateau, and so it has a cool, healthful climate. On holidays the people flock to see the bull-fights, and they are the chief amusement of the Mexicans. The bull-fighters are highly regarded, and they are often well trained. The Mexicans treat them much as we treat our football heroes.

The poorer class of people are called "peons." They live in houses made of adobe, mud, or brush. They love bright colors, and they paint their houses red, yellow, blue, and other gay colors. Many of the people in the country live in wattle houses, and they are made of reeds and grasses. Often all they have to eat is frijoles, or dark beans, and tortillas, thin batter cakes made from corn meal.

COMBINING SENTENCES BY USING COMPOUND PARTS

I. Observe that these sentences have the same predicate:

Margaret laughed. Joan laughed.

Since both subjects have the same verb, they may be combined. The sentence will then read:

Margaret and Joan laughed.

The two subjects joined by *and* make a **compound subject**; but the sentence is still a simple sentence.

Find the compound subjects in these sentences:

- ✓1. Only two boys and three girls are waiting for us.
- ✓2. Where are Fred and Harry?
- ✓3. Mother, Father, and Aunt Gladys have already gone.
- ✓4. Did you and Jane see them at the corner?
- ✓5. Mr. Jackson and Mrs. Kerr are driving the two cars.

Write five simple sentences with compound subjects.

II. In the following sentences the subject is the same, but the verbs are different:

Fido yelped. Fido howled.

The two sentences may be combined into one simple sentence with a **compound predicate**, thus:

Fido yelped and howled.

Tell in your own words what a compound predicate is. Give an example of one.

Find the compound predicates in the following:

- ✓1. Harry cut and carried the wood.
- ✓2. Jack built the fire and cooked the supper.
- ✓3. He whistled and sang at his work.
- ✓4. Everyone ate and drank his fill.
- ✓5. Who do you suppose washed and dried the dishes?

Write five simple sentences of your own with compound predicates.

III. Both subject and predicate may be compound, as in the following sentence:

William and Jerry swam and dived.

✓Combine the following pairs of sentences by using compound subjects or predicates:

1. Robert scrubbed his neck and ears. Robert doused his hair with water.
2. He was going to the surprise party. Mary was going to the surprise party.
3. They dressed hurriedly. They ate dinner in a very few minutes.
4. Mother ran after them. Mother asked if they'd forgotten anything.
5. Robert laughed. Robert said they'd forgotten the gift.
6. They ran back for the gift. They hurried to the party.
7. At the party the guests sang. They played several different kinds of games.
8. The boys were noisy. The girls were noisy.

Why will the verb have to be changed when the sentences about the surprise party are combined?

CHOOSING STRONG ENDING SENTENCES



MAKING A STRONG ENDING

I. Read the following paragraphs and decide which have a strong ending sentence that refers to the beginning and makes the story hang together well. Write a good ending sentence for the paragraph that lacks one.

RECORDS IN STONE¹

Very early in human history men used stone on which to record notable events. In Egypt, for example, slender shafts of stone called obelisks were covered with hieroglyphics cut in the stone. Stories of great events were also carved upon the stone walls of the temples, upon cliffs, and upon the tombs of the kings. Writing upon stone makes a very durable record. Because it is so durable, we still use stone today for some of our records, but we can easily see that stone tablets would never serve for our ordinary writing.

LEON C. MARSHALL

FRANKLIN'S CONTRIBUTIONS TO SCIENCE

Benjamin Franklin studied science during these busy years, both because he loved it and to be of use to others. He invented a stove, open like a fireplace, but with a pipe to a chimney. It gave more heat with less wood. He made street lamps whose flame would not be blown out by the wind. He showed farmers that fertilizers would increase their crops. He noticed that waves became smoother and did less damage when there was oil on the sea, and urged sailors to use oil when launching boats from a ship.

DANIEL C. KNOWLTON AND CHARLES M. GILL

¹From *Readings in the Story of Human Progress*, by Leon C. Marshall. By permission of The Macmillan Company, publishers.

GUARDIANS OF THE BEEHIVE

Let's examine that home of the bees for a moment. . . . On the landing board of the hive stand a number of bees who are apparently loafers. But watch them a moment, and you will see that they rush up to every incoming field bee and inspect her to see if she has the hive odor before they let her by. These are the guards. They are very much on the job. Let a robber bee try to slip by looking for a chance to pick up some easy honey, or an ant or a wasp or a bumblebee come barging along, and several of these vigilantes are on the intruder in an instant, stinging, biting, and hauling, till the alien is kicked off the landing board.

WAINWRIGHT EVANS

II. Find in your textbooks examples of paragraphs with strong closing sentences. Tell why each makes a satisfactory ending.

III. Write a paragraph about one of these topics or another from a school subject you are studying:

Life in a Medieval Castle

Folk Music of the South

Art in Everyday Life

"All Wealth Comes from the Soil"

Who Is a Good Neighbor?

An Example of Good Teamwork

How Ants Practise Co-operation

Interesting Work of Women

How Pearl Buttons Are Made

How Pioneers Made Use of Rivers

Mountains Are Obstacles to Aeroplanes

If your closing sentence is a good one, it will refer to the title and clinch the point of the story. It may include a personal comment or the writer's reactions and conclusions.

PARAGRAPHING A CONVERSATION

I. Paragraph this selection correctly as you copy it:

Samuel Clemens approached the pilot of the *Paul Jones* and in a slow, pleasant voice said, "Good-morning." Bixby, without looking around, replied rather briskly, "Good-morning, sir." "How should you like a young man to learn the river?" came to him in Sam's serene, deliberate speech. "Not at all," returned Bixby; "cub pilots are more trouble than they're worth." "I am a printer by trade," the easy voice went on. "It doesn't agree with me. I thought I'd go to South America." Although he kept his eyes on the river, Bixby was interested. "What makes you pull your words that way?" he asked ("pulling" being the river term for drawling). The young man said more slowly than ever, "You'll have to ask my mother — she pulls hers, too."

ALBERT BIGELOW PAINE (*Adapted*)

II. Copy the following selection. Paragraph it and insert punctuation marks. Remember that quotation marks are not needed unless the direct words of the speaker are given.

did you see the columbia river when you took your trip last summer asked john yes we drove for miles on the highway along the river replied ted while you were there did you remember how we studied about david thompson last winter questioned john yes i did answered ted i even imagined that i was with him floating down the river to the pacific when i was on that beautiful highway i thought of the pioneers who went to the oregon country in covered wagons volunteered alice i read about them in a book called *the oregon trail* by francis parkman said jane.

III. The following selection should be divided into fourteen paragraphs, since in written conversation you must have a new paragraph for each change of speaker.

Divide it into paragraphs and punctuate and capitalize it correctly.

The boys were being examined on the subject of personal hygiene. A boy was asked what must you do to keep your teeth sound and white? Clean them, was the reply. When ought you to clean them? Morning, noon, and night. With what are they to be cleaned? A tooth-brush. Very good. Have you a tooth-brush? No, sir. Has your father a tooth-brush? No, sir. Has your mother a tooth-brush? No, sir. Then how do you know about the use of tooth-brushes? We sell them, sir.

IV. Write for your school paper a joke in which you use conversation.

V. Write a real or an imaginary conversation that occurs between two or more characters such as these:

A newsboy and a subscriber
A girl and a clerk in a store
A housekeeper and a grocer

Check your paper with these guides:

Guides for Writing Direct Quotations

1. Enclose *only* the exact words of the speaker in quotation marks.
2. Usually place the closing quotation marks *outside* the comma, period, question mark, or exclamation point.
3. Put each speech in a separate paragraph. (Any sentence that tells about a quotation is included in the paragraph with that quotation.)
4. Use a variety of *said* words, such as *replied*, *cried*, and *answered*.
5. Place some *said* words in the middle of the quotations and some at the end.

CHANGING INDIRECT QUOTATIONS
TO DIRECT QUOTATIONS

In which of these sentences are the exact words of the speaker given?

1. "Fido found these papers," said Tom.
2. Tom said that Fido found the papers.

The first sentence contains a **direct quotation** because it repeats the exact words of the speaker. In this case, the words of the speaker are, "Fido found these papers." Notice that they are enclosed in quotation marks.

The second sentence is an **indirect quotation** because it does *not* use the speaker's own words.

Besides the fact that they are usually more interesting to read, direct quotations make it possible to indicate who is speaking without repeating either the names or the pronouns standing for the names. You would not care to read a story that starts out as follows:

Tom said that Tom was going to take the papers back. Fred said that Fred was going with Tom. Fred said that Fred belonged to the paper club, and Fred thought that Fred should take the papers back, too.

✓1. Change these indirect quotations to direct quotations:

1. Miss Jones asked us what kinds of books we liked best.
2. George answered that he liked stories that happened a long time ago.
3. If any story was about pirates, Harry said he liked it.
4. Helen added that her favorite book was *Little Women*. She said she preferred stories about families of girls.
5. I told her I liked to hear about soldiers and knights.
6. Miss Jones informed us that her story would be about a knight who lived long ago.

7. The housewife asked the vegetable man if he had brought her any fresh vegetables.
8. He replied that he had brought her some carrots, turnips, and parsnips.
9. She asked him what kinds of fruit he had.
10. He told her that he had oranges and bananas.
11. She inquired about the price of eggs.
12. He informed her that they were forty cents a dozen.
13. She then requested him to bring her two dozen next week and reminded him that they must be fresh.

II. Inspect some of the papers you have written recently. Can you improve any of them by substituting direct quotations for indirect ones? Make the change and exhibit both the unrevised and the revised papers to the class.

USING THE COMMA TO SET OFF WORDS OF DIRECT ADDRESS AND WORDS USED INDEPENDENTLY

In the following sentences observe that a comma is used to set off the name of the person addressed or an independent expression that is not a necessary part of the sentence. Notice that two commas are required to set off independent words and words of address within the sentence.

Jane, I am in a great hurry.

Come here, Jack, and get your coat.

Yes, we have time to see the parade.

Well, I will do the best I can.

✓ I. Copy these sentences. Place commas where they are needed.

1. Hurry Sarah we must not be late for rehearsal.
2. No indeed we should be there when the curtain rises.
3. Have you your costume Mary?

4. Yes it is in the black bag.
5. Run along John and tell them we are coming.
6. Mary where is Thomas?
7. He was eating his dinner when I went Nora.
8. Oh did Tom say that he would come?
9. Yes he promised to come.
10. Well let's wait for him.

II. Use the following words as independent expressions or words of address in sentences of your own. Set off such expressions by a comma or by commas.

yes	Mother	Anne
no	John	oh
well	however	of course

§. CHECKING THE FORM OF YOUR WRITTEN WORK

Everyone likes to see work written in good form. The model on page 183 is a good one to follow. What form does your school use?

Check your written work by asking yourself the following ten questions:

1. Did I leave proper margins at the top, the sides, and the bottom?
2. Are my name, the subject, the grade, and the date properly placed?
3. Is the title well centred?
4. Did I capitalize the first word and the important words in the title?
5. Did I indent the first line of every paragraph?
6. Does every sentence begin with a capital and close with the proper mark?
7. If erasures were necessary, did I make them carefully?
8. Is my writing plain, neat, and legible?

(Leave a margin of
one and one-half
inches or less)

(Name) *James Myers*

(Subject and Grade) *English —*

(Date) *September 4, 19—*

(Title) *Guides for Neatness*

*Begin each paragraph at
least half an inch from the
left-hand margin. This
is called indenting.*

*The page will look neater
if the writing is well
spaced.*

(Leave a margin of one inch)

(Leave a margin of one-half inch)

(Leave the last line blank)

9. Did I place my writing as carefully on the page as I would frame a picture?
10. Have I arranged my sheets in the right order?

Post examples of good form on the bulletin board or write a model on the blackboard. Make a list of your trouble-makers and centre your attention on the correction of these.

IMPROVING YOUR HANDWRITING .

I. Write a short composition about an interesting experience that you had at home or on the way to school recently. Grade your penmanship by the following guides :

Guides for Good Penmanship

1. The lines run straight across the page.
2. The slant of the letters is the same.
3. The letters are evenly spaced.
4. The letters are even in height and form.
5. Space is left between the words.
6. The *t*'s are crossed, and the *i*'s and *j*'s are dotted.
7. Flourishes are avoided.
8. The writing is easily read.

II. Divide into groups of two. Copy the following sentences and then score your writing by the guides above. Rate each of the eight items as *superior*, *good*, or *poor* by the scale on page 185.

1. Now is the time for all good pupils to come to the aid of their school.
2. They have been having quite a jolly time with us at the zoo, but we hear that it is expected to close very soon.

III. Using sample writing from your class, make a handwriting scale similar to the one below or to one that your teacher shows you. What are the good points of your writing? What are you doing to correct your faults?

Superior

This writing is superior because the letters are well formed and evenly spaced.

Superior

This writing is also superior, although it is a different style.

Good

Here, the letters are not so well formed nor so evenly spaced. Some words are run together.

Poor

This writing is very difficult to read. The letters are poorly formed and the words are crowded. The writer needs practice in freedom of movement. Whirls and flourishes confuse the reader. The writing changes in slant and does not follow a straight line.

OTHER INTERESTING THINGS TO DO

I. From short stories or magazines copy interesting beginning sentences and turn them over to an appointed member of the class. When enough sentences have been turned in, have each pupil draw a sentence from a box and write a short story with that sentence as a beginning sentence. Why might the beginning sentence "Before us lay five miles of torture," from the story on page 168, be a good one to include?

II. Write or copy a clever joke suitable for the school paper. Use direct quotations and show correct paragraph divisions.

III. Draw a picture to illustrate a news item you write explaining something you have made.

IV. Begin a diary about your favorite hobby. Make your entries interesting by including unusual facts about your hobby. Here is one correct form:

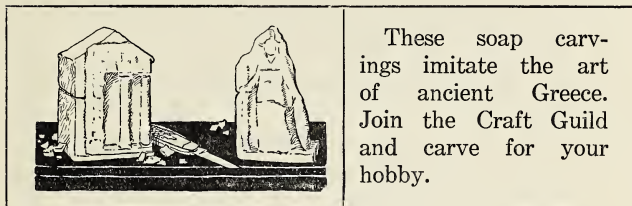


October 8, 19—. Miss Jenkins showed us how to make a clever marionette from old rubber. We used a white bathing cap for the head and hands and an inner tube from an old tire for the rest of the body. If I learn how to make a good clown, I shall make a whole set of circus marionettes.

V. Begin a file of clippings from newspapers and magazines. Pursue some subject or a hobby in which you are especially interested.

VI. Form a hobby club. List the magazines that give information about hobbies. Outline programs and exhibits that a hobby club might give. Plan to hold a hobby fair at the close of the school year.

VII. Hold a contest of hobby posters. Make your poster advertise your hobby and win attention by its wording and arrangement. Why is the following example a good one?



USING THE LIBRARY

- Bechdolt, John E. . . . *Modern Handy Book for Boys*
 Hall, Albert Neely . . . *Big Book of Boys' Hobbies*
 Snow, Bonnie E., and
 Froehlich, H. B. . . . *A Hundred Things a Girl Can
 Make*
 Verrill, Alpheus H. . . . *Boy Collector's Handbook*

You will enjoy the magazines *Hobbies*, *Popular Science Monthly*, *Nature Magazine*, *Canadian Geographical Journal*, and *The National Geographic Magazine*. You will also find a very interesting article on hobbies in the latest edition of *Compton's Pictured Encyclopedia*.

REVIEW, TEST, AND PRACTICE

PUNCTUATING SENTENCES

Test. Copy the sentences on the next page and punctuate them. The figures in parentheses tell how many marks are needed in each sentence.

- ✓1. Harry are you the assistant editor of *The Class Mirror* (2)
2. Why I thought you were (2)
3. Why dont you ask to be on the art committee (2)
4. No Fred I cant draw well enough (4)
5. You see John you dont have to be an artist (4)
6. Well Im a very good printer (3)
7. Yes John youre the best in the class (4)
8. Mrs Anderson said that we needed another printer didnt she (4)
9. Lets ask Dr Jones if he wants to see our work (3)
10. Mr B F Clark and Miss Anne L Ogden have written to us (5)
11. By May 1 19— we ought to have \$1000 in our treasury (3)
12. No Fred lets plan on \$10,000 (4)
13. Very well but where can we raise \$2 by 1.30 P M today (4)
- ✓14. Thats too hard a question Fred for anyone but Miss Lake to answer (4)

Practice I. In your English notebook write a list of the errors you made in the test above. Find in which of the following classes most of your errors fall:

1. Correct use of end punctuation (period, question mark, exclamation point)
2. Correct use of the comma
3. Period after an abbreviation or an initial
4. Apostrophe to show omission of letter or letters

Practice II. Make sentences of your own that illustrate the use of the punctuation marks with which you have difficulty. Consult the index of this book for exercises that will help you. The next two sections will offer practice in using the comma. On page 191 you will find another test similar to the one above.

USING THE COMMA TO SET OFF WORDS OF DIRECT ADDRESS AND WORDS USED INDEPENDENTLY

Practice. In each of the following sentences, find the one word that can be removed without destroying the meaning of the sentence. This word should be set off from the rest of the sentence by a comma or commas. Read the sentences aloud, showing by the inflection of your voice and by the pauses you make where the commas should be placed. Then copy the sentences, putting commas where they belong.

1. Jane may I see your drawing?
2. Mary do you want to compare it with yours?
3. Yes you may see it.
4. I doubt if you can use it however.
5. Put away your materials girls.
6. No we shall not have time to finish our work.
7. Mary will you please ring the bell?
8. Yes I will ring it at once.
9. Wait at the door boys.
10. Hurry girls!

USING THE COMMA TO PUNCTUATE A SERIES

What does the following sentence mean?

He sold his factory house boat and furniture.

What does the sentence below mean?

He sold his factory, house boat, and furniture.

What does the sentence below mean?

He sold his factory, house, boat, and furniture.

Three or more items listed in succession, like *factory*, *house*, *boat*, and *furniture* in the sentence above, are said to be used in a series.

Use a comma to separate each item in a series from the others. Most good writers use a comma after the next to the last item in the series, even when *and* or *or* is used.

Practice. Copy the following sentences, separating each item of a series from the others. Which sentences do not require commas?

1. The map will show Nova Scotia New Brunswick Prince Edward Island Quebec and Ontario.
2. Manitoba and Saskatchewan will not be shown.
3. Forests rivers and mountains can be shown on this map.
4. We need drawing paper pencils and crayons.
5. The pens and ink will not be needed.
6. Shall we put the map on the bulletin board the black-board or the wall?
7. Frances William and Nathan belong to the committee in charge of the bulletin board.
8. The subjects I like best are music art history and English.
9. I also enjoy science and geography.
10. In senior high school I shall study French Latin English and history.

What capitalization rule is illustrated in the last three sentences above?

PUNCTUATING CORRECTLY

Practice I. Each of the following sentences should have an exclamation point where there is now a question mark or a comma or a period. Copy the sentences, inserting the exclamation points in the proper places.

1. Ah, I have solved the problem.
2. Mother, I am so excited.

3. Who would have believed that this could happen?
4. John, what a wonderful chance.
5. How happy you look, Mary.
6. "What a foolish idea," she exclaimed.
7. "Stop at once," the officer commanded.
8. "Help, help," the boy shouted.

✓ *Practice II.* Copy the following paragraphs, supplying capitals, end punctuation, and commas:

1. John Mary has finished her story do you want to read it it tells about lions tigers bears wolves and other wild beasts yes she visited the zoo with me what a great number of animals we saw there no John we didn't try to pet any of them

2. luther burbank was born in lancaster massachusetts march 7 1849 he was the most distinguished grower of fruits and vegetables in the united states he originated the burbank potato six valuable plums three prunes several roses and a number of new varieties of apples peaches nuts flowers and vegetables

3. yes anne john now has part of his scout uniform he has the shirt hat belt loose handkerchief and dark stockings did you buy a haversack uncle jim gave me one for christmas he also gave me the canteen that he carried as a canadian soldier what a priceless gift that was don't you think so

Test. Copy these sentences and punctuate them. The figures in parentheses tell how many marks are needed in each sentence.

1. Jane have you written your story (2)
2. Well I wrote mine today (2)
3. I have written revised and copied it (3)
4. Im going to illustrate it too (3)
5. Why cant you help me Jane (3)

6. Really Louise I cant spare the time (4)
7. You see Ive not written my story (3)
8. Oh Im sorry Jane (4)
9. Didnt Mr Taylor ask to see you at 3 P M (5)
10. Yes but I wont be long (3)
11. Im going to write a circus story about lions tigers
leopards and elephants (5)
12. At the zoo yesterday we saw monkeys snakes fishes
and tropical birds (4)
13. Have you visited the zoo at Toronto Ontario Mon-
treal Quebec or Edmonton Alberta (6)
14. No I havent visited the one at Toronto Jane (4)
15. Mr A F Keith went with my father and me (4)
16. We reached Toronto at 2 A M July 4 19— (4)
17. How tired hungry and sleepy we were (3)
18. Next day we saw the deer bears lions buffaloes and
other animals at the zoo (5)
19. We saw snakes birds and fishes too (4)
20. That zoo must have cost more than a million dollars
Louise (2)
21. Yes Jane Im sure it did (4)

SUPPLYING CAPITALS

Test. Rewrite these paragraphs, supplying capitals where they are needed. If necessary, consult the capitalization guide on pages 105 to 107.

1. My uncle marvin has a large ranch in alberta. To reach his ranch you take a train on the canadian pacific railroad. You have to change trains at calgary and at lethbridge. His ranch is very near the boundary line between alberta and montana. The milk river flows across his land. This stream supplies drinking water for his cattle and sheep. Two or three miles from the house there is a wooded hill which luke calls "old brown top." My uncle's

ranch is certainly not one of the largest in canada, but I think without doubt it is one of the most attractive.

2. tuesday, august 8, 19—. banff, alberta, at last! after our long trip across manitoba, saskatchewan, and alberta we finally reached the most famous resort in the canadian rockies. today has been a restful change from our long drives. sarah, nell, and i had a swim at the cave and basin, and then with uncle tom we took the evening boat trip up the bow river to vermilion lakes. tomorrow we climb sulphur mountain for a view of bow valley, lake minnewanka, and mount assiniboine.

PUNCTUATING QUOTATIONS

Test. Copy the following sentences, supplying capitals and punctuation. The figure in parentheses after each sentence indicates the number of punctuation marks and capitals needed. (Each *pair* of quotation marks counts as 2.)

1. good-morning called jack (6)
2. our class is going to broadcast this morning mary announced (6)
- ✓3. oh cried louise I'd like to be the announcer (9)
4. roland was chosen yesterday jack remarked (6)
5. jane asked what is the subject of the broadcast (6)
6. we are to have a series of talks about great inventions ted volunteered (6)
7. we shall trace the development of the aeroplane from earlier attempts to present models added ted (6)
- ✓8. are you to tell about the telephone asked john (6)
- ✓9. no said mary the modern radio is my subject (9)
- ✓10. my favorite inventions volunteered ted are the sea-plane the biplane and the dirigible (11)
11. what time is it asked miss jones (7)

12. there goes the time signal exclaimed thelma (6)
- ✓ 13. this is the victoria school broadcast announced
roland (8)

If your score on the test above indicates that you need further drill, study carefully the sections that follow.

Practice I. Study the following selection. Why are there three paragraphs? When you are sure that you understand the reason for each capital letter and mark of punctuation, write the selection from dictation.

"I'm as famous as Wellington!" John remarked.

"Why?" Harry inquired smilingly.

As he showed his report card, John replied, "I went down in history today!"¹

Observe that the words that introduce the quotation are put *at the front* of the third sentence above. Why is this done?

Practice II. Copy these sentences, inserting needed quotation marks, commas, periods, question marks, exclamation points, and capital letters:

1. I like to tell jokes remarked Ted
2. Everybody enjoys a good laugh agreed Louis
3. Let's be sure to have a joke column in the paper suggested Frank
4. Why not have riddles too inquired Mary
5. Jane cried that's an excellent idea
6. Let's not have hard riddles said Ted
7. Louis remarked make them easy enough to guess
- i 8. No one wants to spend hours solving riddles Frank added
9. Mary laughed I like to try my hand at hard riddles
10. I think we are lazy Louis said

¹ Adapted from *St. Nicholas*. By permission of the American Education Press, Inc.

11. Mary retorted quickly let's have easy riddles for the lazy people and hard ones for the ambitious people
12. Frank remarked teasingly we'll give you the job of writing the hard ones

USING DIVIDED QUOTATIONS



Practice I. In the following selection explain why *and* and *but* begin with small letters:

A WILLING SUBSTITUTE

"I have killed your cat," said the motorist, "and I have come to replace it."

"Very well," remarked the old lady, "but do you think you can catch mice?"¹

When you are sure that you understand the capitalization and punctuation of the example above, write it from dictation.

Practice II. Punctuate the following sentences as you rewrite them:

1. No said Mary I'm afraid I couldn't make up hard riddles
2. As for me replied Frank I am too busy to do much writing
3. Frank asked Louis why are you so busy
4. Because Frank answered I work at the drug store every evening

¹From *St. Nicholas*. By permission of the American Education Press, Inc.

5. In that case remarked Ted I think I should be made editor
6. You laughed the group
7. Why asked Ted should I not be the editor
8. You don't like to write stories replied Mary
9. And who snorted Ted gave you that idea
10. If I'm not mistaken Frank put in slyly you did yourself
11. Oh Ted explained that was before we started our school paper
- ✓ 12. Even though I'm busy said Frank I'll take time to be editor

Practice III. Write exercises of your own that illustrate the proper use of divided quotations.

CHANGING INDIRECT QUOTATIONS TO DIRECT QUOTATIONS

Practice. Write the following paragraph in dialogue form. Enclose the exact words of each speaker in quotation marks and put each speech in a separate paragraph. Use a variety of *said* words. Place some of them in the middle of the sentence or after the quotation.

- ✓ Tom said that it was his dog that had done it and so he would take the papers back. Jimmy said he wondered where the dog had found the papers. Fred said that he did not know. Tom said that the papers had come flying through the window and then he saw the dog disappear. Fred said that Fido was a smart little dog. He asked Tom if he would have to give the dog away. Tom said that he did not want to give him away, even though he had no money to spare for bones. Jimmy said that maybe the papers didn't amount to anything. He said they should put them with the old newspapers to sell. Tom said that he thought they were important. Fred said that he thought the papers should be returned to the man who had lost them.

DICTATION TEST

Prepare to write the following selection from dictation. Study the paragraphing, the spelling of the italicized words, the capitalization, and the punctuation.

"What is it? What is it?" *shrieked* a *spectator*.

"It's a sea monster," someone *answered*.

Everyone gazed at the dark object as it *approached* rapidly. It was a boat. But what made it move?

"There are no sails!" *exclaimed* one.

"Where," *inquired* another, "are the oars?"

As the *curious* monster came nearer, the *spectators* saw the *turning* and *splashing* of the *paddle* wheels. The *sight* of the *machinery* aroused fresh terror.

"Run for your lives!" *shouted* a *frightened* woman.

"No, no, Wife," her husband *protested*; "*it's just* a boat propelled by steam."

PUNCTUATION TEST

Supply conversation to complete each story below. Read your stories to the class. Choose the best story for a dictation exercise.

A THRILLING SPILL

"Oh, Janet, don't you think tobogganing is fun?" Susan cried.

"Hold tight!" Janet cautioned.

"Whee-e-e-e-e," shrieked the girls.

"Look out!" came a terrified scream.

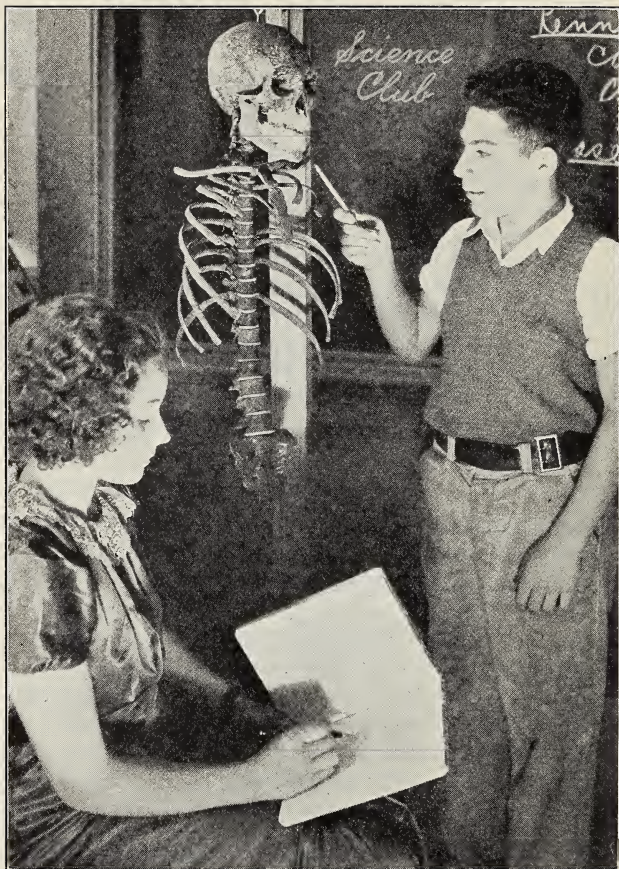
A FALSE ALARM

"Keep your seats," bellowed one of the actors.

"Don't you smell smoke?" Anne quavered.

"Be quiet," Jim whispered. "It's easy to start a panic in a theatre."

"But I see a flame!" Anne insisted.



Great Union High School, Sacramento, Calif.

JUNIOR SCIENTISTS AT WORK

UNIT VII. ENGLISH AND YOUR CLUB

STARTING A CLUB

I. Explain what the pupils in the picture on the opposite page are doing. To what club have you belonged outside of school? Tell the class how and for what purpose it was organized. How were the members selected?

Why do so many schools have clubs? Write on the board a list of the clubs in your school. Answer the following questions about each:

1. What is the purpose of the club?
2. How does the club help the school?
3. How does the club help its members?
4. How often does it meet?

II. How do you like the idea of forming a club in your English class? What reasons can you present to your teacher to convince her that a club might provide valuable training?

Discuss in class what the following clubs might do and which ones your group might enjoy organizing:

Radio Club	Readers' Club	Sewing Club
Stamp Club	Dramatic Club	Aeroplane Club
Poetry Club	Photoplay Club	Scribblers' Club
Camera Club	Inventors' Club	Good Speech Club
Travel Club	Story-hour Club	Citizenship Club

III. Write a paragraph setting forth the reasons why you think your school should start any one of the clubs listed above. State some of the advantages of belonging to the club you name.

THE FIRST CLUB MEETING

After talking informally about various kinds of clubs, one class held a meeting to organize. The teacher appointed Harry to serve as temporary chairman. This is what took place:

Harry. The meeting will please come to order. For some time our class has been talking about forming a club. Many members seem to favor a photoplay club. This meeting has been called to decide if we are now ready to organize.

Nancy. Mr. Chairman.

Harry. Nancy.

Nancy. I don't think we need to discuss the question. As everyone seems to favor having a photoplay club, I move that the class organize such a club.

Harry. It has been moved that we have a photoplay club. Is the motion seconded?

Anne. I second the motion.

Harry. Is there any discussion?

Bill. Mr. Chairman.

Harry. Bill.

Bill. Can't we get a better name for our club than "Photoplay Club"?

Harry. Isn't that a detail that can be decided later? It has been moved and seconded that we have a photoplay club. Is there any further discussion? If not, all in favor of the motion say "Aye." (The majority of the pupils say "Aye.") All opposed say "No." (Several pupils say "No.") The motion is carried. What shall be the first step in organizing?

Jane. Mr. Chairman.

Harry. Jane.

Jane. I think we shall have to write a constitution.

Dick. Mr. Chairman.

Harry. Dick.

Dick. I don't think all clubs have constitutions.

Jane (after again being recognized by the chair). My mother has a collection of the written constitutions used by six different clubs. This seems to prove that most clubs do have constitutions. The constitution sets down the rules of the club and such things as the name of the club, which Bill mentioned before, the exact purpose of the club, how members are taken in, what officers the club has, how amendments are made to the constitution, and a number of by-laws.

Philip (after being recognized by the chair). I think Jane has proved her point. I move that the chairman appoint a committee to write a constitution for our club.

I. Select pupils to dramatize the club meeting described above. Let the chairman, after the motion is seconded and carried, appoint Jane the chairman of a committee to write a constitution.

II. Notice that business in a club or any organized group is done according to definite rules called *parliamentary law*. Read carefully the account of the meeting just given and consult one of the books listed on pages 222 and 223. Then answer the following questions about parliamentary rules:

1. When does the meeting officially begin? ✓
2. What is the proper way for a member to secure the right to speak? Why is this rule used?
3. What is the correct procedure in voting on a motion?
4. For what kinds of duties are committees appointed by the chair instead of being elected? How does the chairman or the president know when to appoint such committees?
5. Why does each committee need to have a chairman?
6. What are some of the other duties of the presiding officer?

MAKING PLANS FOR YOUR CLUB

Before planning the special activities of your club, you should know the general plan or purpose of the club work.

I. Discuss the following:

1. How often will your club meet?
2. Will you hold your meetings in the classroom, in the assembly hall, or in private homes?
3. How long will your programs last?
4. For what purposes will your club programs be planned — for entertainment, discussion, fun, information, hearing opinions of outside speakers, or for other purposes?
5. Will you have any special programs to which other pupils will be invited or that you will give before the assembly?

II. Have committees or individual members of the class visit a meeting conducted according to parliamentary law. From your study answer the following questions:

1. What officers does a club need? How are they nominated and elected?
2. What are the duties of the chief officers?
3. What kinds of motions do not need to be seconded?
4. Explain how voting by ballot is done. What is meant by voting *viva voce*?
5. Who appoints tellers? What work do they do?
6. How is a meeting adjourned?
7. How does the president or the chairman know in what order business is to be taken up?

III. Study the qualifications and the duties of officers. Decide what personal qualities are desirable in each of the following:

secretary
treasurer

president
vice-president

committee member
committee chairman

IV. Write a paragraph nominating a member of your class for president, vice-president, or secretary.

V. With your teacher serving as temporary chairman, organize a club within your class. Decide what officers you will need and elect them by secret ballot. Discuss what committees you should appoint.

WRITING THE CONSTITUTION

Study the constitution and by-laws that follow. Use them or similar ones as guides in writing your own. How does the type of club that you organize affect the articles of the constitution to be written?

CONSTITUTION

Article I — Name

This club shall be called the Macdonald Citizenship Club.

Article II — Purpose

The purpose of this club shall be to study the duties of a good Canadian citizen and to perform the work of good citizens in our school.

Article III — Members

Any pupil in good standing in the Macdonald School who is ready to subscribe to the purpose of this club is eligible for membership.

Article IV — Officers

SECTION 1. The officers of this club shall be president, vice-president, secretary, and treasurer.

SECTION 2. The president shall preside over all meetings, shall preserve order, and shall have the power to appoint all committees.

SECTION 3. The vice-president shall take charge of the club meetings in the absence of the president and shall also be program chairman.

SECTION 4. The secretary shall keep the minutes of the club meetings and shall hold all records and papers of the club.

SECTION 5. The treasurer shall collect the club dues, shall pay all the bills, and shall render an accounting of the funds at the request of the president.

SECTION 6. Officers shall be elected by ballot and shall hold office for the school term.

Article V — Amendments

The constitution may be amended by a two-thirds vote at any meeting, but the proposed amendment must have been submitted in writing at the previous meeting.

BY-LAWS

Article I — Meetings

SECTION 1. The regular meetings of the Macdonald Citizenship Club shall be held the first and third Mondays of each month.

SECTION 2. Special meetings may be called by the president when necessary.

Article II — Order of Business

The order of business shall be: Call to order; reading of minutes; reports of officers; reports of committees; unfinished business; new business; special talks or programs; adjournment.

Article III — Dues

Dues shall be fixed at five cents a term.

Article IV — Programs

Special programs shall be in charge of program chairmen, who shall, from time to time, be appointed by the president.

I. Make a list of the important points that your constitution may contain. Make a list of the minor points that may properly be put into the by-laws.

II. Working as a group, write a constitution for a club to which you belong or have belonged outside of school.

III. Write the first three articles of the constitution for one of the following school clubs:

Poetry Club

Science Club

Dramatic Club

Scribblers' Club

Current Events Club

Amateur Photographers' Club

IV. Make a list of committees which you believe might be useful for one of the school clubs named above. Which ones might be permanent and which might be temporary?

V. When the committee that is writing the constitution for your club makes its report, discuss the articles separately in a club meeting. Make sure that important points are stated so definitely that there can be no question about them later. Do not include small details that you will want to change frequently.

PLANNING CLUB ACTIVITIES

I. The president of a club generally appoints a committee to work out its program several months in advance. Why? Would the program at the right be interesting?

OUR ENGLISH CLUB

Bates Junior High School

Oct. 7. An Hour with J. W. Riley

Oct. 12. We Go Exploring

Nov. 11. Lest We Forget

Nov. 25. On Pauline Johnson

Discuss the program outlined below:

PROGRAM ON BIRD FRIENDS

October 26 at 1.30 P.M.

Miss Shaw's Room

1. Business meeting
2. Talks
 - (1) Birds I Like
 - (2) Ways Birds Help Us
 - (3) How to Feed Birds
 - (4) Queer Birds
 - (5) Destructive Birds
 - (6) How to Recognize Birds
3. Demonstrations
 - (1) Imitation of Bird Calls
 - (2) How to Build a Bird-house
4. Exhibit (Open to visitors 3 P.M. to 5 P.M.)
 - (1) Pictures of Birds
 - (2) Birds' Eggs
 - (3) Birds' Nests
 - (4) Bird-houses
 - (5) Canaries
 - (6) Feeding Troughs
 - (7) Banding Equipment
 - (8) Stuffed Birds
 - (9) New Bird Books
 - (10) Bird Magazines

II. Divide the class into program committees. Each committee will choose one of the following topics or any other and prepare a program to be given before a larger group or the class.

1. *Exhibit of Flowers and Plants.* Bring flowers or plants and arrange as an exhibit. Prepare cards to explain

exhibits. Give short talks, naming the plants exhibited and telling any interesting points about them, such as where they grow, how to care for them, and when they bloom. Perhaps the class can take a field trip to a greenhouse.

2. *Trees of Our City (or Town)*. Discuss the kinds of trees in your city. Bring leaves for display. Tell where the trees are located, whether they bloom, and to what uses they are put. The poems "Trees," by Joyce Kilmer, and "City Trees," by Edna St. Vincent Millay, will be appropriate.
3. *Travel Bureau*. Discuss the following: amusing travel incidents; strange sights; travel helps; jaunts in your own city; points in history to review before travelling; travel trips through books. The class might prepare a travel map of your own city or of other parts of Canada or of foreign countries.
4. *Safety First*. Hold safety-poster and safety-slogan contests. Arrange the program about ideas of safety in the home, at school, and on the street. Write safety rhymes or riddles.

EXAMPLE. I have three eyes.

Only one eye shines at a time.

As they wink and blink,

People rush or wait.

What am I?

5. *When I Grow Up*. Give a short talk on the vocation you want to follow or the position you want to hold when you grow up. Tell why you have chosen this vocation, what your work will be, how you can prepare for it, and how you can serve yourself and your community.
6. *Stunt Day*. Arrange an amateur hour of songs, plays, tap dancing, solos, poems, stunts, tall stories, magician's tricks, question boxes, impersonations, book reviews, or any stunts the pupils wish to give.

7. *Good-health Highway.* Make good-health posters and slogans. Prepare talks on the value of good health, good-health habits, and good posture; on ways to prevent the spread of disease. Write a good-health play. Include health heroes and heroines, such as Reed, Pasteur, Clara Barton, Jenner, and Lister.
8. *A Visit with the Indians.* Prepare an Indian pageant. Include Indian dances, customs, rain prayer, early relation with the white people, the first Thanksgiving, and life on the reservations. Collect and make the articles you need for the pageant. Include tepees, wigwams, weapons, drums, beads, headbands, peace pipes, and blankets.
9. *On Location.* Discuss favorite actors and actresses. Define such stage terms as *blimp*, *on location*, *set*, *cut*, and *drop*. Tell how to select good photoplays. Plan a movie for a story the class has read. Perhaps some friend will film it for you with his movie camera.
- *10. *Special Days.* Plan programs for special holidays and weeks, such as Mothers' Day, Remembrance Day, Thanksgiving, National Education Week, Book Week, Christmas, Burns's Birthday, The King's Birthday, Shakespeare's Birthday, Arbor Day, May Day, and Easter.

CONDUCTING CLUB MEETINGS

Re-read the account of the club meeting given on pages 200 and 201. When Jane and Dick disagreed on the question of writing a club constitution, how did Jane win her point?

When you speak in class for or against a motion, observe the guides given on page 209.

Can you add other guides to these?

Guides for Group Discussion

1. Talk briefly and to the point.
2. Cite facts to support your views.
3. Use definite illustrations when they are effective.
4. Do not repeat what others have said. Recognize your own ideas when given in different language by someone else.
5. Give courteous consideration to the suggestions of others.
6. Be willing to change your mind. When the majority decides against you, continue to work for the good of the club.

Prepare to speak in class *for* or *against* one of the following motions. Observe the guides given above when you give your talk.

1. That the reading of minutes of the club proceedings be omitted, as this takes too much time and effort.
2. That our club accept the principal's invitation to give an assembly program on Empire Day.
3. That our club make a visit to the city hall to find out at first hand about our city government.
4. That we use two dollars of the money in our treasury to give the basketball team a reception.
5. That the club make traffic signs for use on the school grounds to show visitors where to park their cars, and that two dollars from the club treasury be used for this purpose.
6. That members of our club be appointed to talk to the pupils of the lower grades and explain safety rules to them.

USING EFFECTIVE SENTENCES

5. Why will the effectiveness of the sentences you use help to determine your success in group discussions?

I. Frequently it is effective to combine two short sentences that are closely related in meaning into one **compound sentence**.

Two simple sentences:

Tellers were appointed. The voting was done by ballot.

The ballots were collected. There was not time to count them.

One compound sentence:

Tellers were appointed, *and* the voting was done by ballot.

The ballots were collected, *but* there was not time to count them.

Observe that *but* is used to introduce a second idea *in contrast* to the first.

Unrelated ideas should not be joined to make a compound sentence. Compare the proper compound sentences above with the following improper ones:

Mary was elected president, and the club was named Civic Quest Club.

Committees were appointed, but James was asked to keep the minutes.

Which of the following groups of sentences are closely related in meaning? Write each of these groups as a compound sentence joined by *and* or *but*. Use a comma before *and* or *but* in each compound sentence.

1. The meeting is to begin at three o'clock. It is already two forty-five.
2. Susan was made secretary. Mary wrote the minutes for the first meeting.

3. Fred was the temporary chairman. Clyde was made permanent chairman.
 4. Allen was quickly chosen vice-president. We had a hard time deciding on a name for the club.
 5. The chairman started the meeting on time. Everyone was pleased by his promptness.
 6. We are supposed to adjourn at half-past three. There are still two reports to be heard.
 7. I enjoy our club very much. I believe the other boys and girls do, too.
 8. I am to plan the program for the next meeting. Harry will be in charge after that.
 9. The meeting is open to all. Everyone comes.
 10. Mr. Jones is our sponsor. We like him very much.
11. Improve the following run-on sentences by dividing some of them, by introducing compound subjects or predicates in others, and by substituting other connectives, such as *since*, *as*, and *because*, for *and*.
1. I don't think it's necessary to keep minutes and I think they take too much time and I think the time could be spent to better advantage in doing other things.
 2. We aren't prepared to give a program and we haven't time to get one ready for Empire Day and I suggest we wait until we have something interesting to give.
 3. Our club could profit by the visit and our club ought to learn how our city is governed and now is a good time to go.
 4. Mary's father is mayor and he will explain everything to us and he told me he'd enjoy having us come and that he would plan the trip for us.
 5. Mr. Jackson said that we could be excused from class at nine o'clock and we must return for our afternoon classes and he wants us to practise our play.

6. We must be courteous on the bus and we must remember that our club won't be allowed to make any more trips if we aren't courteous and I want to visit the state legislature next month.
7. It would cost only two dollars and the money would be well spent and the traffic signs could be used next year.
8. Visitors come here frequently and visitors ought to be treated courteously and our visitors don't know where they're supposed to park their cars.
9. The smaller pupils frequently don't understand the safety rules and members of our club could explain the rules clearly and may I please put in a request to talk to the 1B room?

Compare the sentences you have written with those written by your classmates. Write on the board the most effectively expressed sentences and decide why they are the best.

III. Improve any run-on sentences in selections that you have written.

COURTESY IN CLUB DISCUSSIONS

I. A courteous person always has due regard for the rights of others. Discuss how a person may defend his own ideas and be courteous, even though he disagrees very radically with the majority of the class.

II. You disagree with a statement made by a previous speaker. Explain how you may present your own arguments in a forceful yet courteous and tactful manner.

III. Think of other situations that might arise in your club meetings. See how many different ways of handling these situations courteously you can dramatize with your classmates.

DOING YOUR PART IN CLUB MEETINGS

I. Explain the meaning of each of the following statements. Do you agree with it? If so, how can the advice given be carried out?

1. Teamwork depends on good followers, as well as on good leaders. It requires "a little less of you and me, a little more of us."
2. A person has much to gain by working with his group.
3. A spirit of co-operation is as praiseworthy as high scholarship.
4. A good club member must possess initiative as well as loyalty.

II. Tell the message of the pictures below.



The Pathfinder

A MESSAGE WITHOUT WORDS

III. After one of your club meetings you may wish to talk over the meeting with your teacher.

Here are questions that will help you :

1. Did the club officers conduct the meeting according to parliamentary rules?
2. Did any members speak without being recognized properly by the chair?
3. Were motions correctly made and carried (or lost)?
4. Were votes correctly taken?
5. Was business taken up in the proper order?
6. Was the meeting kept in order? Was courteous consideration given to the suggestions of each speaker?

SOLVING PROBLEMS OF CLUB LIFE

I. As a preparation for discussion of the following questions or problems, think through each of them and try to arrive at a definite answer. Your conclusion may not be the same as that reached by your classmates, but if you believe in your answer, defend it. However, do not be afraid to admit that your thinking was wrong, if you find the opposing argument convincing.

1. If you do not agree with a certain measure that others favor, what should you do — object, keep silent, or vote as they do?
2. Is it a sign of weakness to change your mind about a measure after you have already declared yourself for or against it? Give reasons for your answer.
3. Three times the secretary of a club failed to have his minutes ready on time. What action should be taken?
 - (a) Remove him from office
 - (b) Make him stay after school
 - (c) Let the matter drop
 - (d) Appoint a committee to help him write up all the minutes for the next time
 - (e) Ask him to write up the back minutes and have them ready for the next meeting

- ✓ 4. John Pout has failed to take part in the last two club meetings. What should the club do?
- (a) Ignore his presence
 - (b) Expel him from the club
 - (c) Ask him why he doesn't take part
 - (d) Give him a small part in the next meeting
 - (e) Ask the teacher to give a talk on co-operation
- ✓ 5. Charles Chatter insists on talking all the time. He interrupts and is a general nuisance. What should be done with him?
- (a) Send him from the room
 - (b) Elect him secretary
 - (c) Appoint him to act as judge and take notes on the meeting
 - (d) Let him talk as much as he wants to
 - (e) Elect him vice-president
- ✓ 6. Twice the program committee has given uninteresting, ill-prepared programs. What should the president do?
- (a) Tell the committee to do better
 - (b) Ask the teacher to help the chairman work with the committee in preparing the next program
 - (c) Appoint a new chairman or a new committee
 - (d) Put more members on the committee
 - (e) Ask the club for suggestions on the problem

II. Think through and be prepared to discuss what action should be taken in each of the following cases :

- ✓ 1. A very timid girl is giving a report. She has done well until she mispronounces a word. Two girls laugh aloud at the mistake. The speaker is so disturbed that she cannot finish. How should the situation be handled?
- ✓ 2. Frank finds fault with all the programs, although he doesn't suggest anything to do, and he will not approve the suggestions of other members of the committee. What might Frank be asked to do?

3. Jerry is club cadet. His duties are to collect materials, chairs, and articles and prepare ballots and arrange the furniture for each meeting. The president, however, has had to take care of the cadet's duties. What should be done about Jerry?

III. Each pupil may plan a program for one meeting. Make it pertain to one subject. Write a list of the titles of talks or other numbers which may be included.

IV. Do you think it would be a good idea to end the term's program of your club with a program for another class or for the school? You may discuss this question at one of your club meetings, letting each pupil make suggestions for the kind of program this might be. Perhaps someone will move that a committee be appointed by the president to work out this program.

V. Why might it be a wise plan to send a copy of your club program to the parents of each club member? Do you wish to appoint a committee to do this?

VI. If you are a member of any other club, either in or out of school, make out the plan for a year's program for that club. Get as much help as you can from the library. Then discuss your plans with your teacher.

KEEPING THE MINUTES

I. Why is it desirable to keep minutes of a club meeting? Read carefully the following minutes:

October 5, 19—

The Book Lovers' Club met on Friday, October 5, 19—, at 2 o'clock, with James Roberts presiding. After the minutes of the last meeting had been read and approved, the following motions were made and seconded:

- (1) That the display of book covers be transferred to the hall. Motion carried.

(2) That the Magazine Committee make out library cards for magazines. Motion lost.

The Art Committee reported that a new bulletin-board display will be ready on Tuesday.

The Program Committee presented a playlet which told the story of book-making. A discussion followed.

The meeting was adjourned at 3.30 P.M.

Respectfully submitted,
Ruth Fredrick, Secretary

Discuss in class how these minutes differ from an ordinary report. What standards should club minutes maintain? How long need the minutes be? What is the correct written form?

II. Make a list of standards for writing club minutes.

III. Even though you are not the secretary, write the minutes of your next club meeting. Judge the minutes which you and your classmates write by the standards that you have set up.

IV. When the president asks the club if there are corrections to be made in the minutes as read by the secretary, judge the minutes by the class standards.

WRITING CLEAR SENTENCES

Why is it particularly important for a secretary to make sure that the sentences he writes are clear?

Some of the sentences in the minutes on the next page are not clear. As you study these sentences, you will discover that their vagueness is due to misplaced words or groups of words. Copy the minutes, making the sentences clear and complete. Put the italicized modifiers as near as possible to the words modified.



STUDYING THE
MINUTES

November 9, 19—

The Civic Quest Club met, with Fred Healy presiding, on Monday, November 9, 19—. *For the last meeting, Monday, November 2,* the minutes were read and approved. These motions were made and seconded:

- (1) That we appoint members of the club to make traffic signs. Motion carried.
- (2) That we appoint six girls and six boys to talk to lower grades about safety rules. Motion carried.

A program was given *on stamp collecting*. A discussion followed *about hobbies*.

The meeting was adjourned, *which everyone enjoyed*.

Respectfully submitted,
Maida Narror, Secretary

April 10, 19—

The Hollywood Actors' Club met on April 10, 19—, with Jack Benson presiding *at the home of James Owens*. The minutes were approved and read *for the last meeting*. The young actors *for an hour* entertained with a production of "The First School Days." *With musical selections* the musicians entertained the club.

The program was announced *for the next meeting*. Plans for the class picnic were discussed before adjournment.

Respectfully submitted,
Andrew Webb, Secretary

MAKING ENGLISH HELP YOUR CLUB

I. In your dictionary or in a textbook on parliamentary law find the meaning of each word below:

ballot	negative	nomination
election	candidate	minutes
majority	presiding	discussion
committee	objection	affirmative
parliamentary law	amendment	adjournment

II. With your books closed, write the following sentences as the teacher dictates them to you :

We asked our principal for permission to form a club. We had no difficulty in securing his consent. The first meeting was announced for the ninth of January. A majority voted for the name Good Speech Club. The vote for adopting a constitution was unanimous. A committee developed it, one article at a time. At the beginning of our second meeting, we found that our secretary had written accurate minutes. She had written them neatly, too. One item of our official business concerned the question of requirements for membership. One requirement is courtesy. No one talks until he is recognized by the chairman. This procedure is not difficult. There is no one in the club who's not willing to abide by the constitution. We have all signed a typed copy of it.

If you made no errors, you may be excused from further spelling drill.

If you made errors, study the difficult words in the paragraph above. Write each of these words while looking at it and saying the letters. Then write it without looking at it. Finally, ask a classmate to dictate the paragraph to you and write it again, trying to get a perfect score.

III. Every subject or activity has its own technical phrases. There are many technical phrases in parliamentary practice.

Make a list of the expressions that are used by your club president :

1. In calling the meeting to order.
2. In calling for nominations.
3. In putting a question to a vote.
4. In adjourning a meeting.

Make a list of expressions commonly used by club members :

5. In addressing the chairman.
6. In making a nomination.
7. In making a motion.
8. In approving or seconding a motion.

OTHER INTERESTING THINGS TO DO

Probably the three most common clubs organized in schools are book clubs, good-speech clubs, and citizenship clubs. Below are suggestions that you may be able to include in your club program for the term.

I. Have a book beauty contest. Justify your choice of the most beautiful book. Base your selection on beauty of cover, kind of paper, illustrations, and printing.

II. Obtain a copy of some magazine with which you are unfamiliar. Compare its stories, news articles, advertising, and illustrations with various other magazines with which you are acquainted. Prepare to tell your classmates the results of your investigation.

III. Establish in your room a library made up of books that your classmates are willing to lend. Make a library card for each book. Your teacher will appoint a librarian to see that correct records are kept.

IV. Write a letter to the librarian of your public library, asking for a list of books suitable for your grade. Your teacher or a committee will choose the best letter presented and will mail it to the librarian.

V. In a good-speech club it would be important for you to decide problems such as the following :

1. What is good speech?
2. How can the club find usage and pronunciation items on which the class needs drill?

3. By what means can we "advertise" the particular "demons" that are being overcome during each period of one or two weeks?
4. How can the club make good speech popular, so that it will be used in every class, at home, on the street, and on the playground?

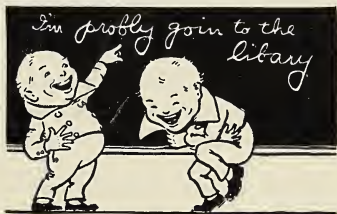
VI. Write about the humorous adventures of George Good-English (or Sam Successful), who owes his success in getting out of tight places to his ability to use good English. Read your account to the club. Choose the best stories for dramatization.

VII. Tell current events that are of civic importance.

VIII. Bring to class meaningful cartoons. Explain their significance.

IX. Make use of devices such as the following for checking your speech improvement:

1. Draw a thermometer on which the mercury can be made to rise as errors are overcome.
2. Make an "Accomplishment Chart" on which you paste or draw stars for each language error you overcome. Choose a partner to help you keep track of your score.
3. Make Good English posters illustrating ideas such as the following: (a) "crippled" words such as *lib'ary*, *prob'ly*, *goin'*, etc. being rushed to the hospital for first-aid treatment; (b) wastebasket containing incorrect word forms, such as *he seen*, *he done*, and others; (c) elves chasing away extra letters, such as *t* from *twicet* or *ed* from *drowneded*.



EVERYONE LAUGHS AT POOR SPEECH

X. Discuss community civics. Talk or write on topics such as the following:

The Value of Being on Time
 The Danger of Making Excuses
 Thrift as a Community Asset
 How to Observe Clean-up Week

XI. On one club program relate events from the lives of famous men and women who have been good citizens.

XII. Develop and use a citizenship score card on which are listed the qualities you think a good citizen should possess.

XIII. Make a similar score card to apply to good citizenship within your school. Find a means of advertising this score card to other classes.

XIV. Attend a meeting of the city council or of the legislature. Report on the manner of conducting business.

USING THE LIBRARY

Choose an author as you choose a friend.

WENTWORTH DILLON

In how many ways can the library be of service to your club? For help and information in conducting your club, consult books on parliamentary law such as the following. Make reports on what you find.

Goldring, Cecil Charles *We Are Canadian Citizens*
 Henry, W. H. F., and

Seeley, Levi . . . *How to Organize and How to Conduct a Meeting*

Howe, Frank W. . . *Handbook of Parliamentary Usage*
 Reeves, Joseph Walter. *Parliamentary Procedure*

Robert, Joseph T. . . *Primer of Parliamentary Law*
Stern, Renée Bernd . . *Clubs, Making and Management*
Wines, E. M., and
Card, M. W. . . . *Come to Order!*

See also such reference books as *The World Book Encyclopedia* (under "Parliamentary Law").

REVIEW, TEST, AND PRACTICE

REVIEWING PRONOUNS

Practice I. In previous grades, what have you learned about pronouns? You may know that *pro* means *for*. A **pronoun** is a word that stands for a noun.

In the following paragraph, the *names* are *nouns*; the words that stand for them are *pronouns*. On the blackboard make a list of the pronouns that stand for the italicized nouns.

The *fire* was burning brightly. It leaped and danced. *Bobby, Janet, and Baby Lou* sat about the fire-place. They were listening intently. *Grandfather* was talking. He was telling Christmas stories. The *children* crowded closely about *Grandfather*. They asked him to tell them more stories. *Baby Lou* was the first to become drowsy. She fell asleep on *Grandfather's* knee. Soon all three *children* were slumbering peacefully. They dreamed of the Santa Claus country. The *shadows* flickered on the wall. They danced as reindeer in the children's dreams.

Add to the list on the blackboard any other pronouns you know.

Practice II. Your teacher will assign a certain page in your reader. See how quickly you can list all the pronouns on the page. Later, find the noun for which each pronoun stands.

Practice III. The following sentences are not clear because the italicized pronouns do not show clearly to what nouns they refer. Change the sentences, making each express a clear idea. Use a noun if you cannot express the idea clearly by using a pronoun.

1. John and Harry went to the lake with *his* aunt.
2. Put the cushion on the couch so that *it* will be ready for me.
3. Louise and Eleanor played with *her* jack-stones.
4. Fred is taller than Arthur, but *he* is heavier.
5. Anne's mother gave a party on *her* birthday.
6. We took the hulls off the nuts and stirred *them* into the candy.
7. While Fred was petting a strange dog, *he* bit *him*.
8. Mr. Jones's pet monkey put *his* hat on *his* head.
9. Alice's mother discussed *her* future with her daughter.
10. When the cat attacked the puppy, *it* was hurt.

Practice IV. Find or make up other sentences in which it is doubtful to what noun the pronoun refers. The class might have some fun reading and revising the sentences.

USING THE RIGHT PRONOUN

Test. Use the following exercise to test your ability to choose the right pronoun.

On a sheet of paper write the numbers 1 to 24. Select the correct form from each of the following parentheses and write it opposite the corresponding number on your paper.

1. Is it (he, him) calling?
2. They have asked you and (she, her) to go along.
3. (We, Us) boys should start early.

4. You and (them, they) may get a chance to ride.
5. Are you following Hank and (I, me)?
6. (Them, They) aren't the ones I asked for.
7. (Me and her, Her and I, She and I) are going past my house.
8. (Who, Whom) is to be chosen secretary?
9. The principal asked Harry and (I, me) to do it.
10. My brother and (I, me) gave her a kitten.
11. (Whom, Who) did you see at the show?
12. (Helen and I, Me and Helen) stopped at the store.
13. (Who, Whom) shall we ask to help us?
14. Mr. Kane gave (she and I, her and me) a ride.
15. Bert and (he, him) were caught in the rain.
16. John and (I, me) have always been good friends.
17. The speaker gave (him and me, he and I) his autograph.
18. The radio announcer and (them, they) were standing before the microphone.
19. If you were (she, her), would you go?
20. What did he request (him and I, him and me) to do for the program?
21. The announcer said that Harry and (they, them) were wanted at the gymnasium.
22. (We, Us) club members want to have a picnic very soon.
23. His father and (him, he) are planning a trip to California.
24. It was (him, he) who called.

If you need further drill, study the following sections carefully; then take the tests on pages 233 and 234.

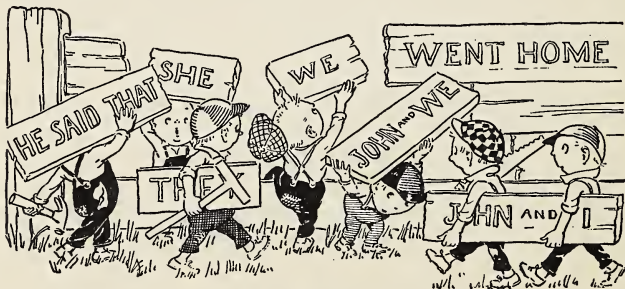
NOMINATIVE PRONOUNS

Practice I. Make a list of all the pronouns that can be used to fill the blank in the sentence: “ ____ went home.”

Write your list in your English notebook. Does it include *I, you, he, she, it, we, they, and who?* You may have others, but these are the pronouns most commonly used as subjects. That is why we are concerned chiefly with them. Add to your own list any of these you did not have and label your list *Nominative Pronouns* or *Subject Pronouns*. (Consult the dictionary for the meaning and the origin of the word *nominative*.) Remember that these are the pronouns we use as subjects even when other words are joined to them. For example, read the following sentence with as many subject pronouns as will fit.

John and I	} went home.
You and John	
John and he	

Then put *He said that* before *John and I, You and John, and John and he*. The nominative pronouns remain the same because they are still the subjects of the verb *went*.



Practice II. Use the following expressions as subjects of sentences. Observe that *I* always comes last if it is written with another word.

You and I	Harry and she	She and we
We boys	My brother and I	Mary and she
We girls	They and we	Jack and I

Practice III. Read the following sentences aloud, supplying any nominative pronouns except *it* and *you*:

1. Harry and ____ are planning a project.
2. ____ suggested making a rock garden.
3. Fred and ____ may help, if they wish.
4. ____ boys will carry in rocks from the farm.
5. Paul is as interested as ____.
6. Mary and ____ are making a project, also.
7. ____ girls are making wax figures.
8. Vera and ____ worked very hard.
9. Jack and ____ built a stage for our puppets.
10. Miss Jones said that ____ boys could wire the stage.

Practice IV. Read one of the questions below and ask a classmate to answer it by using one or more nominative pronouns (except *it* or *you*), thus:

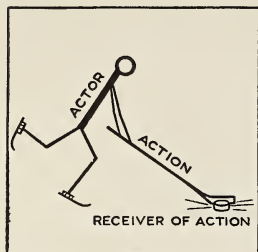
Question. Where did you and your father spend your vacation?

Answers. Father and I went to the Smoky Mountains.
He and I went to the Smoky Mountains.

1. What game do you and your classmates like best?
2. Which game did you girls win?
3. On what street do he and his friend live?
4. Where do you and she meet for the program?
5. What does Mrs. Johnson like best for refreshments?
6. Are he and the other seventh-grade boys coming?
7. May John and I meet and introduce them?
8. Where may Mr. Johnson and the boys put their coats?
9. Who is with George and his brother?
10. Where are James and Paul going?

NOUN AND PRONOUN OBJECTS

The simplest kind of sentence skeleton consists of actor (subject) and action (verb), thus:



WHAT IS ACTED UPON?

Dog barked.

Sometimes, however, the verb requires a completion word, as in these sentences:

Hockey player hits ____.

Teacher will excuse ____.

My brother and I swept ____.

Mr. Jones is repairing ____.

What nouns can you supply to tell *whom* or *what* after the verbs above? Do you notice that each word you supply names the receiver of the action? It is the person or thing the subject acts upon. Therefore it is called the **object** of the verb.

When a verb has an object, the framework of the sentence is:

<i>Actor</i> (Subject)	<i>Action</i> (Verb)	<i>Receiver of Action</i> (Object of verb)
The pitcher	threw	the ball.

Practice I. Point out the words that make the framework of these sentences:

WHY SHOULD HE CARE?

Mary made fudge. Several playmates helped her. Then they all ate candy. Finally Mrs. Brown stopped them. Jack hid one piece of candy. Each child demanded a bite of it. Jack finally offered one bite to Fred. Fred grabbed the

entire piece. He swallowed it with one gulp. Jack threatened dire revenge. But Fred had the candy!

In the sentences in this selection, tell what pronouns are used as objects of verbs. For instance, in the sentence "Several playmates helped her," the pronoun *her* is the object of the verb *helped*.

Practice II. Turn to the list of subject pronouns that you put in your English notebook. Opposite each subject pronoun, place the corresponding object pronoun. If you don't know it, you can soon find it by thinking of the word to fill the blank in this sentence:

John hit ____.

Can we say *John hit I*? No, we must use *me*, even if it is *my friend and me* or *Mary and me*. Try the other subject pronouns until you have discovered the correct list of commonly used object pronouns.

Practice III. Invent situations in which you practise saying aloud expressions such as the following:

- | | | | |
|---------|--|-----------|--|
| 1. Send | $\left\{ \begin{array}{l} \text{him and her.} \\ \text{her and them.} \\ \text{John and me.} \\ \text{her and me.} \end{array} \right.$ | 4. Invite | $\left\{ \begin{array}{l} \text{Tom and me.} \\ \text{them and me.} \\ \text{them and us.} \\ \text{him and them.} \end{array} \right.$ |
| 2. Take | $\left\{ \begin{array}{l} \text{us boys.} \\ \text{us girls.} \\ \text{him and me.} \\ \text{whom you wish.} \end{array} \right.$ | 5. Find | $\left\{ \begin{array}{l} \text{John and me.} \\ \text{Bert and me.} \\ \text{him and her.} \\ \text{whom you please.} \end{array} \right.$ |
| 3. Let | $\left\{ \begin{array}{l} \text{Mary and her} \\ \text{Bob and me} \\ \text{her and us} \\ \text{him and them} \end{array} \right\} \text{ go.}$ | 6. Help | $\left\{ \begin{array}{l} \text{Mary and me.} \\ \text{Dick and him.} \\ \text{Frances and them.} \\ \text{her and us.} \end{array} \right.$ |

Practice IV. Explain why the italicized pronouns are correctly used in these sentences:

1. *Whom* do you want?
2. *I* shall call Mr. Smith.
3. I saw *him* a few minutes ago.
4. *Who* is asking for Mr. Jackson?
5. You may trust Lucille and *me* to get the package for you.

Practice V. Write twenty sentences, each containing a framework of *subject*, *action verb*, and *object of verb*. Underline and label the three parts of the framework in each sentence. Be sure to include sentences using the following object pronouns: *me*, *him*, *her*, *us*, *them*, *whom*. When you use *whom*, notice that it is less awkward to begin a question with *whom*. Instead of "You saw whom?" we say, "Whom did you see?"

Test. Supply object pronouns (except *it* and *you*) for the following blanks as you read the sentences aloud:

1. Father asked Frank and ____ to accompany him. ____ did you ask? Frank told John and ____ that he could go. Mother made Frank and ____ wear heavy coats. She wanted ____ and ____ to be warm. Mother asked ____ boys to be sure to tell her about the friends ____ we met. Father helped my brother and ____ to get ready. Our dog followed ____ and _____. Father let ____ boys take Shep back home.

2. Give ____ that book, please. I will show ____ the pictures in it. Does Jack have anyone who helps ____? If you will help ____, I will help ____ and _____. Miss Jones told ____ to be ready by three o'clock. She asked ____ to plan the costumes. Fred told ____ he wanted some help. He asked Mary and ____ for help.

3. Help Jack and ____ with these posters, please. I want to display ____ in the science room. My teacher asked Fred and ____ to set ____ next to the book-shelves. I told Miss Jones and ____ that the display needed more light. She suggested to Mr. Andrews and ____ that we put up electric lights. We will ask Jack and ____ to bring extension cords. An electrician will help ____ boys.

PREDICATE NOMINATIVES WITH LINKING VERBS

Notice that the italicized words (as *Mary* and *sister*) in each of the following sentences mean the same:

Mary is my *sister*. *Jack* was *captain* last term.
That big *boy* is *he*. *Nell* and *Sue* are good *friends*.

Verbs such as those in the sentences above are called **linking verbs**. They join or *link* two words of similar meaning, the subject and a second word that is called the **predicate nominative**.

Mary — sister
boy — he

Jack — captain
Nell and Sue — friends

The most commonly used linking verb is the verb *be* in all its forms. *Is*, *was*, *am*, *were*, *will be*, and *have been* are some of the forms of the verb *be*. What other forms of this verb can you name?



A TEMPORARY LINK

Practice I. Name the linking verb in each of the following sentences:

1. Harry is my brother.
2. He is a big boy.
3. It is I.
4. That is they.
5. Jane and Mary are my sisters.
6. Today is Wednesday.
7. These boys have been scouts.
8. He should be a better student.

✓ *Practice II.* Read the following sentences, supplying linking verbs. What can you use besides *is* and *are*?

<i>Subject</i>	<i>Linking Verb</i>	<i>Predicate Nominative</i>
1. The rose		a flower.
2. That		she.
3. The First of July		a holiday.
4. <i>The Edmonton Journal</i>		a newspaper.
5. This		he.
6. Margaret		secretary.
7. These boys		they.
8. Mr. Owens		president.

What part of speech is each predicate nominative above? Name the *nouns*; the *pronouns*.

Practice III. Notice that when a pronoun is used for a predicate word, it is always a *nominative* pronoun. Consult the list of nominative pronouns that you have made for Practice I, pages 225 and 226. Use each of them in turn to replace the predicate nominative in the following sentence:

It was *she* who went.

(*Nouns and pronouns used to complete linking verbs are called predicate nominatives.*)

✓ *Practice IV.* Write ten sentences using nominative pronouns after *is*, *are*, *was*, and *were*, thus: "It was not *I* who called. Was it *he*?"

✓ *Practice V.* Read these sentences aloud and explain why each pronoun in italics has been correctly used:

1. Was it *she* who visited our English class?
2. *He* and *I* are planning a project.
3. That was *he* in the blue serge suit with the polka-dot tie.
4. It was *we* who first thought of making a rock garden.

5. *You* and *they* may help, if you wish.
6. It is *I* who will furnish the materials.
7. *We* boys will carry rocks from the farm.
8. Jack is as interested as *I* am.
9. It must have been *he* who handed me this plan.
10. The teacher thinks it is *they* who made that plan.
11. The rest of the class and *he* deserve credit for co-operating.

Practice VI. Choose the correct pronouns from the parentheses as you read these sentences aloud. Explain your choice.

1. Was it (she, her) who answered the telephone?
2. That was (she, her) who called first.
3. It was (we, us) who planned the party.
4. Did you think it was (him, he)?
5. It must have been (they, them) who saw us.
6. That tall man is (he, him).
7. I couldn't tell whether it was (her, she) or her mother.
8. The merry-makers were the clown and (I, me).
9. Wasn't it (they, them) who gave the alarm?
10. Are you sure it was (he, him) whom you saw?

Test I. Fill each blank orally with any pronoun used as subject, predicate nominative, or object except *it* or *you*. Explain your choice.

1. It is ____.
2. Were you and ____ at the party?
3. ____ did you see there?
4. Mother kept Jack and ____ at home.
5. The cold weather made my brother and ____ want to stay indoors.
6. Father and ____ plan to go to the game tonight.
7. If I were ____, I'd invite you to go with us.
8. However, it wasn't ____ who bought the tickets.

9. Was it ____?
10. Did Father and ____ go to the football game?
11. ____ else went?
12. ____ did John take with him?
13. John asked ____ to go with him next year.
14. The invitation made Father and ____ very happy.
15. Father said, "If I were ____, I would accept now."

Test II. On a sheet of paper write the numbers 1 to 20. Select the correct forms from the parentheses and write them opposite the corresponding numbers on your paper.

1. John and (me, I) are going to the game.
2. (Me and him, He and I, Him and me) are both ready.
3. We shall meet you and (her, she) at the gate.
4. (He, Him) and Jack will leave later.
5. I asked you and (she, her) to call me first.
6. (Me and my cousin, My cousin and I) will call for you.
7. (Whom, Who) are those men over there?
8. He invited (I and Sue, Sue and me, me and Sue).
9. The usher showed (we, us) girls to our seats.
10. (Who, Whom) asked to go to the game last week?
11. (We, Us) girls are going to a surprise party.
12. It was (she, her) who invited us.
13. Virginia and (I, me) kept the secret.
14. Mother asked Bob and (he, him) to come into the house.
15. (Who, Whom) did you ask?
16. Mary and (he, him) came very early.
17. Was it (they, them) whom you saw?
18. James asked Father and (we, us) to go to the game.
19. (They, Them) were the last ones I saw.
20. (Mary and I, Me and Mary, Mary and me) were late for the game.

A SPELLING INVENTORY

✓ I. Which word comes first in alphabetical order, *admire* or *ahead*? *careful* or *calm*? *weight* or *weary*?

When you alphabetize words, consider the second letter of each word as well as the first letter, then the third letter, and so on through the word.

Write the following words in alphabetical order:

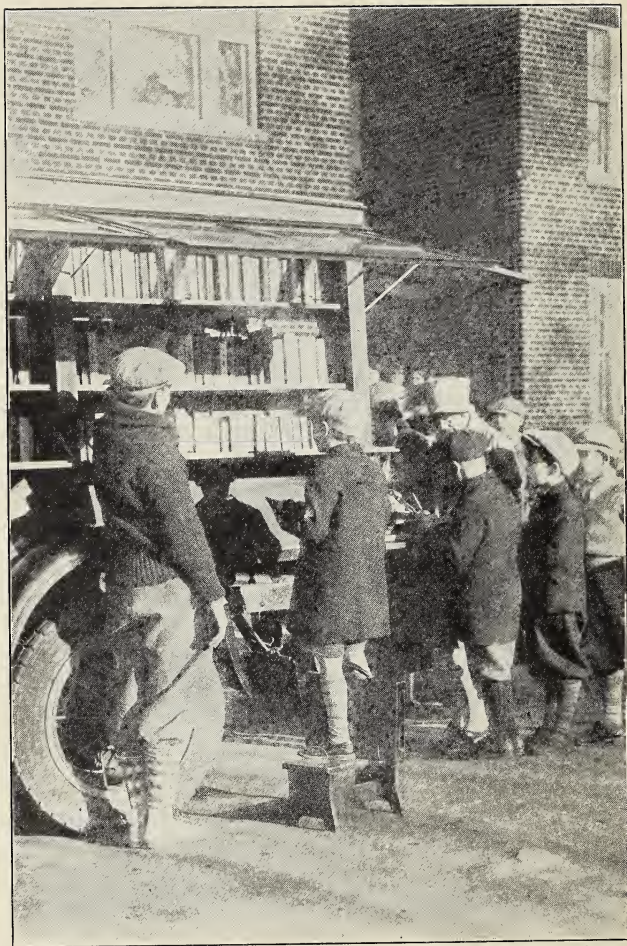
copy	calm	oblige	heaven
huge	worry	notion	useful
cosy	lodge	admire	placing
knock	weight	begged	watched
steal	gland	growth	pleased
brief	ahead	church	justice
weary	heavy	liking	dressed
blown	pupils	wisdom	parties
dwell	don't	living	healthy
worse	fasten	cousin	prompt
crazy	fought	courage	likeness
sorry	league	careful	countries

II. Write the words in the list above from dictation. Then study the words you misspelled.

III. Observe the words *liking*, *living*, and *placing*. These words are formed from the verbs *like*, *live*, and *place*. Do you pronounce the final *e* of *like*? of *live*? of *place*?
 (When a verb ends in silent *e*, the *e* is usually dropped before adding *ing*.)

✓ Write sentences in which you add *ing* to the following words. Dictate the sentences to a classmate. If he makes mistakes, dictate other sentences containing the words he misspelled.

come	rise	dive	place	care
raise	ache	give	leave	race



International Newsreel

HAPPINESS ON WHEELS

UNIT VIII. LOOKING UP INFORMATION

JOIN THE LOOK-IT-UP CLUB

"Dad, do potatoes always grow from potatoes?" asked young Luther Burbank. "Couldn't they grow from seeds, just as lots of other plants do?"

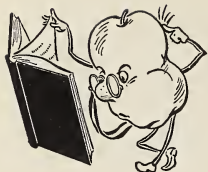
"I don't know," replied his father. "Tonight we can look it up in an encyclopedia. If we don't find the answer there, we can write to the College of Agriculture."

That night they looked it up, but did not find a satisfactory answer. They asked neighboring farmers and a storekeeper and finally wrote a letter to the College of Agriculture. The reply came back promptly that potatoes can be grown from seeds.

So Luther began to search for seed balls. It was a long search, but he continued until he found several of them. These he marked and saved, and when they were ripe he planted them.

He learned a great deal about the cultivation of potatoes and finally produced what is known as the famous Burbank potato, a new and marvellous variety worth millions of dollars. But, best of all, he learned how to educate himself by persisting until he found the answer to his problem.

The world needs boys and girls who, like Luther Burbank, Thomas A. Edison, and a host of others, are *hungry* to learn and *determined* to find the answers to thousands of questions that are still unanswered. *Are you that kind of boy or girl?* If you are, you belong to the Look-It-Up Club.



I. Think of questions that you would like to have answered. List them on the blackboard. The items below will suggest to you other questions:

1. Why do potatoes have eyes?
2. How are vines able to cling to smooth surfaces?
3. Will a balloon stay in the air indefinitely?
4. Why are some people tall and others short?
5. What is the oldest book in the world?
6. How can an aeroplane stay in the air?
7. How can a fly walk on the ceiling?
8. How is paper made?
9. What makes diamonds valuable?
10. Who decides how much tax we shall pay?
11. What is the difference between a prejudice and an opinion?
12. What makes trees grow?
13. How can we tell the age of a tree?
14. Who was the world's greatest conqueror?
15. How is radium refined?
16. What is the Peace Tower?
17. What is anthracite coal?
18. What is meant by lighter-than-air craft?
19. What different products can be made from cotton?
20. What advantages are there in using aluminum for cooking utensils?

II. Make a list of the sources you would use if you were seeking information on one of the questions listed above.

III. Divide the questions listed in exercise I among the members of the class. Find and write an answer to the question assigned to you.

IV. In what books would you seek information about each of the following topics?

1. Eli Whitney and the Cotton Gin
(John, in preparing the topic above, first looked in his own history text under *Whitney* and *cotton gin*. Next, he followed the same procedure with *The World Book Encyclopedia* and *Compton's Pictured Encyclopedia*.)
2. The Geography of Mongolia
(Anne read what two geography books had to say about Mongolia and then referred to an atlas. She also found interesting information about her subject in the two encyclopedias that John used.)
3. Man's Conquest of Earth, Sea, and Air
4. Edison and the Electric Lamp
5. The History of the Sewing Machine
6. The Biography of Sir Robert Borden
7. The Way Seeds Travel
8. How a Telephone Works
9. The History of the Boy Scout Movement
10. How an Electric Refrigerator Works
11. How to Build a Radio
12. Exploring the Ocean Depths and the Stratosphere

V. Prepare a report on one of the subjects listed above or on any other topic that interests you. The guides on page 251 will help you.

VI. Examine several kinds of reference books in your school library or at the nearest city library. Make a list of the names of these books and tell for what each is best used. Your list should include the following:

Atlases

Almanacs

Dictionaries

Encyclopedias

Biographies

The Reader's Guide

Who's Who in Canada

Books of familiar quotations

Such aids are called **reference books**. We do not study these reference books as we do textbooks or read them as we do books of literature. We *refer* to them for information on many subjects. They are *organized* so as to give us this information quickly.

VII. Read the story of an important invention, such as :

The plough	The aeroplane	The steamship
The radio	The telephone	The phonograph
The movie	The telegraph	The automobile
The reaper	The steam-engine	The bathysphere

Make notes of the most important facts you learn and report your findings to the class. Be sure to name the book or books from which you got your information.

You will probably need to answer these questions :

1. Who was the inventor?
2. When and where was the invention made?
3. What, if anything, prompted the inventor to make such an invention?
4. Of what benefit has the invention been to man?

VIII. Divide your Look-It-Up Club into committees, each with a chairman. Each member will collect material on some subject from reference books and give it to his chairman. The chairman will organize the material and read the report for his committee at a club meeting. The topics below will suggest ideas :

The Story of Hemp
Pasteurization of Milk
How Forests Prevent Floods
The Story of Sitting Bull
How Baseball Used to Be Played
Early Life of Charles Lindbergh
How Carrier Pigeons Are Trained

IX. Write a brief report about one of the topics listed in exercise VIII.

USING AN ENCYCLOPEDIA

In your science, geography, history, and other classes at school, you often need to find and report information on many topics. An encyclopedia is the best source for quick use. It gives a summary of the knowledge of the world on one subject or on all subjects.

Special encyclopedias are written for medicine, biology, food, music, agriculture, law, and many other subjects.

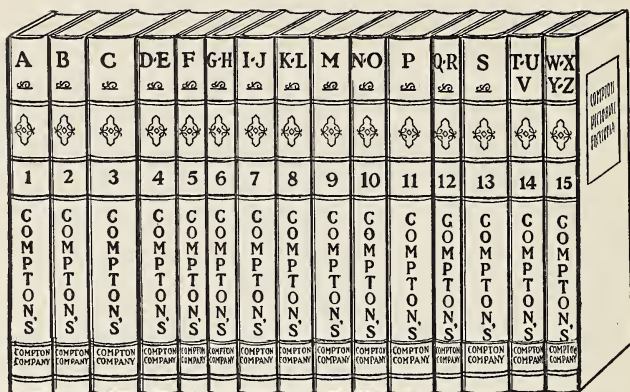
General encyclopedias contain information on many different subjects. *The Book of Knowledge*, *Compton's Pictured Encyclopedia*, and *The World Book Encyclopedia* are of this general type. They are especially useful to boys and girls of your age.

An encyclopedia is a "subject" book rather than a "word" book like a dictionary. All the subjects listed are *nouns*, which are arranged in alphabetical order. Why is this helpful? How would your knowledge of a noun be useful here?

I. Examine several sets of encyclopedias. Write the name of each set and the number of volumes and tell for what purpose you would use the set. What is a good encyclopedia for young children?

II. Give two reasons for using a large number of volumes for a general encyclopedia.

III. On page 242 is a picture of the backs of *Compton's Pictured Encyclopedia*. What letter is on the back of the first book? on the back of the second book? the fifth book? the thirteenth book?



IV. In which volume of *Compton's Pictured Encyclopedia* will you find information on each of these topics? Tell how you know that your answer is right.

heat	geyser	Utah
coal	volcanoes	surveying
coral	windmills	textiles
radio	inventions	reptiles
Egypt	dentistry	Peary
baseball	agriculture	Napoleon
pigeons	Christmas	Edison
silk	raisins	sugar-cane
ants	Wisconsin	short wave
rice	honey-bees	bookbinding
steel	camphor	horse-shoeing

V. Copy and arrange the topics listed above in the order in which they would come in an encyclopedia.

VI. In the list at the top of page 243, which noun in each topic would you use as a guide in finding information? Check your answers with an encyclopedia.

Siamese Twins
The Giant Sequoias
The Story of Steam
Railroad Refrigeration
Curious Superstitions
Excavations at Pompeii
The San Francisco Earthquake
Recent Inventions in Television

VII. From the list in the preceding exercise, choose a subject you wish to explore. Look it up in two different sets of encyclopedias. Write the name of each set. Tell which set gives you the better information.

Notice the **guide words** at the top of each page of an encyclopedia. How do they help you?

VIII. In an encyclopedia find out how to play one of these games. Give the name of the encyclopedia and the number of the volume you used.

lacrosse	polo	hockey	volleyball
backgammon	soccer	cricket	squash tennis
baseball	football	tennis	hopscotch
shuffleboard	Ping-pong	badminton	basketball

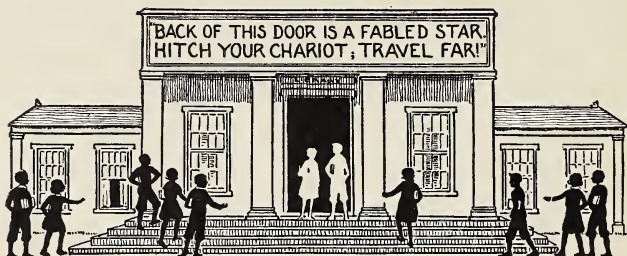
IX. Prepare a report giving the history of one of the sports listed above or of any other. From information given in these talks, prepare a class chart giving facts such as the following:

1. Name of the game
2. Where it originated
3. When it was first played
4. Which country features it now
5. Famous players
6. Championship teams

X. What is meant by the term *cross reference*? Find a cross reference in this book.

MAKING THE MOST OF YOUR LIBRARY

An inviting doorway like the one pictured here seems to welcome you to the enchanted land of books.



I. Discuss the following quotations:

1. A man is himself plus the books he reads.

S. PARKES CADMAN

2. Except a living man, there is nothing more wonderful than a book.

CHARLES KINGSLEY

3. The reading of one good book made me what I am. Buy the good book instead of fine clothes.

BENJAMIN FRANKLIN

4. "I would rather be a beggar," said a great man, "and dwell in a garret, than a king who did not love books."

II. List on the blackboard different ways in which the library can be of service to you. The suggestions below will offer ideas on this subject:

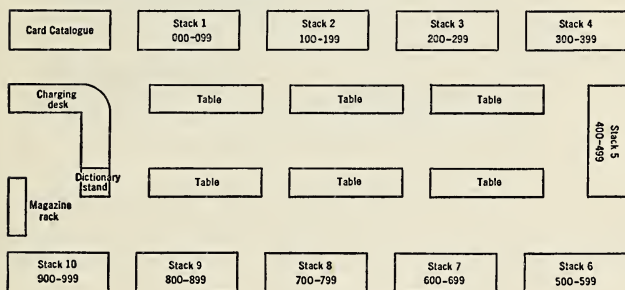
1. To do better work in school (Reference books, general reading)
2. To find your life work (Vocational books)
3. To find help in pursuing your favorite hobby (Books on metal work, aeroplanes, interior decorating)
4. To entertain yourself (Magazines, books of fiction)

III. Tell how you can show appreciation for the library by courtesy and thoughtfulness; by the care of books.

IV. Pretend that you are a book. Write your life story, telling how you have been alternately cared for and abused.

V. Write a list of "Commandments for the Care of a Book." Illustrate your list with appropriate sketches.

HOW LIBRARIES ARE ARRANGED



Compare the floor plan of your library with the one shown in the sketch above. Find answers to these questions:

1. Where are the encyclopedias? the dictionaries? the almanacs? (See page 247.)
2. Which particular ones does your library have?
3. Where are the magazines? the newspapers? For which ones does your library subscribe?

HOW THE LIBRARY CLASSIFIES BOOKS

Study the arrangement of the books in your school or town library. Observe how they are arranged in order on the shelves, like goods in a department store or a grocery store. Why is this classification necessary?

You will find the books in a library classified under various subjects, such as History, Travel, Outdoor Life, Poetry, Plays, and Science.



THE BOYS' AND GIRLS' HOUSE, TORONTO PUBLIC LIBRARY

Under what headings would these books be found?

Golden Numbers

Wild Animals I Have Known

The Winning of the West

One-act Plays for Young Folks

USING THE CARD CATALOGUE

Study a card catalogue, which is a filing case containing thousands of cards. Some of the headings on the card-catalogue drawers may be similar to these:

a-br	fa-ge	sa-tu
bs-ci	la-mi	va-wi

What word describes this sort of arrangement?

I. Under which one of the headings above would you look for a book by Hans Andersen? by Ernest Thompson Seton? by Louisa M. Alcott? by Jules Verne? by Constance D'Arcy Mackay?



II. For each book in the library there are usually three cards: (1) an *author* card, (2) a *title* card, and (3) a *subject* card. (See page 248.)

How would you find books in your library written by Charles G. D. Roberts? How would you find *How We Travel*? How would you find other books on travel?

Why may the card catalogue be called the index to the library?

USING THE CALL NUMBER

Every non-fiction book has a number on the back, repeated on the book card. This is the **call number**. It classifies the book as to subject matter and locates it on the shelf. Books are arranged in numerical order by these numbers. The call number of the book pictured here is 942 S.



Most libraries use the Dewey Decimal System, which divides all non-fiction into ten classes and numbers each class one of the hundreds. (See the illustration on page 245.)

Here is the list:

- 000-099 General works (encyclopedias, newspapers, etc.)
- 100-199 Philosophy, psychology
- 200-299 Religion
- 300-399 Sociology (civics, economics, etc.)
- 400-499 Language (grammars, dictionaries, etc.)
- 500-599 Science (mathematics, chemistry, physics, biology)
- 600-699 Useful arts (medicine, agriculture, engineering, etc.)
- 700-799 Fine arts (painting, music, etc.)
- 800-899 Literature
- 900-999 History

(1)

540 Collins, A.F.

C Wonders of chemistry. Crowell, 1922.



(2)

540 Wonders of chemistry. 1922.

C Collins, A.F.



(3)

540 Chemistry.

C Collins, A.F.

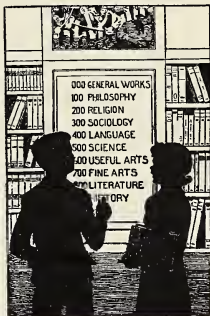
Wonders of chemistry. Crowell, 1922.



Each hundred is subdivided again and again; but the call number, which you can find on the catalogue card, always classifies and locates the book.

I. Use the card catalogue of your library to find the names and the call numbers of the following. Compare your list with those of your classmates.

A book on Indians
Two books on Greece
Three books on cooking
Five books on aeroplanes
A book on astronomy
A book on explorations
A book on interior decorating
Two books on modern radio
Three books on colonial life
Two books by Louisa May Alcott
Two books by Nathaniel Hawthorne
A book by Ernest Thompson Seton



II. Explain how to do each of the following:

1. Obtain a library card
2. Take out a book
3. Arrange books on the library shelves
4. Use a card catalogue
5. Find a book if you know the author's name
6. Find a book if you know the title
7. Find a book dealing with a certain subject
8. Open a new book

LEARNING TO USE ALL THE PARTS OF A BOOK

Choose one of your favorite books. Examine the parts of the book carefully. Then answer the questions on page 250.

1. *Title page*: Where is it located? What is its purpose? How does it help if you want to order a copy of the book from the publishers?
2. *Copyright page*: What does the word *copyright* mean? How can you obtain the right to use for publication any of the material in the book?
3. *Dedication*: A book is often dedicated as a mark of affection or esteem. Can you find a dedication which proves this statement?
4. *Preface*: This part is sometimes called the *foreword*. What is its purpose?
5. *Body*: Why does the body of a book remind you of the body of a letter? How many pages are there in the body of the book you are examining?
6. *Index*: Why does a book contain an index? How is the index arranged?

What other parts may books have? Explain the purpose of each.

REPORTING INFORMATION

You are frequently called on to give brief reports concerning investigations you have made. Occasionally reports are called for during the course of the class period, when you are forced to collect and organize your materials hastily. More often, however, when a report is assigned to you, ample time is given you in which to prepare it.

Why is it particularly important to use only exact information in giving a report? Why is it necessary to give credit to the books or sources from which you obtained your information?

The story of the development of communication from the earliest cave-man drawings to our present telephone, telegraph, cable, postal, and radio service is

a fascinating one. Consult encyclopedias, histories, and science books to prepare reports on topics such as the following:

Block Prints	Writing for the Blind
Manuscript Books	The Multiplex Telegraph
Carrier Pigeons	Wireless Communication
Air-mail Service	Work of a Messenger Boy
The Pony Express	The Modern Printing Press
Movie News Strips	The Development of Television
Short-wave Signals	Signalling and Talking by Radio
The Development of the Typewriter	
Laying the Transatlantic Cable	
The Lindbergh Light in Chicago	
The Chappe Brothers' Signal Telegraph	
Instruments Used in Submarine Cabling	
Gutenberg's Invention of Movable Type	
Signalling by Fire, Drums, Flags, and Lanterns	
The Development of the Electric-needle Telegraph	

Use the guides listed below in preparing your report. Can you improve the guides by adding to them or by changing them?

Guides for Giving Oral Reports

1. Select interesting, accurate information.
2. Arrange your material in an orderly manner.
3. Report in your own words.
4. Quote worth-while passages or comments.
5. Give the source of information.
6. Use notes only as reminders.
7. Talk directly to the audience in a clear, distinct voice.
8. Talk in sentences.

The use of well-chosen illustrative materials, such as maps, charts, or pictures, will help to make your report clear and also add to the enjoyment of your listeners or readers.

TAKING NOTES EFFECTIVELY

In order to remember what you read, you will often find it necessary to take notes. One easy way to take notes is to write down short phrases or sentences, one after another, as you read.

Here are the notes that Florence took when she was reading about the building of the Panama Canal:

French engineer named De Lesseps. Company went bankrupt. U. S. bought out French company. Private company started to dig. Failed. Work put in charge of army. Colonel Goethals succeeded.

Climate of Canal Zone unhealthy. First job of army was to fight mosquitoes. Scientists made Canal Zone healthful and safe. Total cost of canal over 375 million.

I. With the help of your teacher and classmates, form a few guiding principles for taking notes. The following will offer suggestions:

Guides for Note Taking

1. Write only important points.
2. Make your notes brief by omitting unnecessary words.
3. Use abbreviations that are understandable at a later time.
4. Write neatly. Leave space for inserting topics.
5. Keep your notes together.

II. Make notes on the following selection :

The sending of photographs by telephone is a recent invention that is being steadily improved. And it is not so difficult to understand as you might think. Suppose a photograph is taken in New York of a transatlantic flier being welcomed by the mayor. The photographer rushes to his office and develops the negative. At the telephotographic central office it is put on a cylinder, and a slender beam of light is directed over the negative, line by line. Inside the cylinder there is a very fine tube that is sensitive to changes in light. It is called a photoelectric tube.

In Toronto there is a similar negative — an unexposed one, of course — mounted on a cylinder. It is revolving at the same speed as the negative at the sending end. It is receiving a beam of light that varies in strength — a beam controlled by a shutter that in turn is controlled by the electrical signals. Develop this negative and you have a duplicate of the New York picture!

FRANKLIN M. RECK (*Adapted*)

III. Take running notes on your history or science lesson. Bring these notes with you to your English class. Then compare them with those written by a classmate. Do you agree on the important facts in the lesson? From these notes are you able to recall the details clearly?

IV. Discuss these questions :

1. What is the advantage of having a personal notebook in which you write down interesting things you hear, read, or see every day?
2. Since note taking is an individual matter and no two people take notes in exactly the same way, how can you judge whether your note taking is successful?

USING OUTLINES AS AN AID IN REPORTING

An outline of your talk, listing the important points, will make it easier for you to present well-organized material.

The notes used by a girl who gave a talk on making Christmas cards looked like this:

SOLVING MY CHRISTMAS CARD PROBLEM

- I. Finding pattern in *School Arts Magazine*
- II. Making linoleum block
- III. Transferring pattern
 - A. Using carbon paper to reverse design
 - B. Tracing reversed design on linoleum
- IV. Cutting linoleum from around design
- V. Inking printing block

I. An outline such as the one given above is called a **topical outline**. A topical outline requires so little space that it may be written on a small card or a slip of paper. Why is this an advantage for both speaker and audience? What danger lies in the use of a topical outline that is too brief?

What are the advantages and the disadvantages of a **sentence outline**?

II. Observe the form used in the outline above. With what kind of figures or letters are the main topics numbered? the sub-topics? Why are the sub-topics indented? Why are the numbers for the main topics kept directly beneath one another and the letters for the sub-topics also kept in a vertical line? Notice the capitalization and the punctuation. Why is end punctuation omitted? When full sentences are used, why is end punctuation necessary?

III. Your class may write a set of directions for outlining. Copy in your English notebook the rules that your class finally adopts.

IV. Write in outline form what you have learned about the organization of your library.

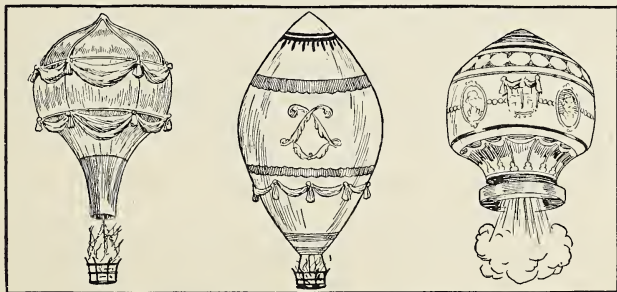
V. Make an outline suitable for a class report on the following :

THE "FLYING BAG"

Man's first navigation of the air was in a balloon, at that time popularly known as a "flying bag." The passenger rode in a basket attached to a bag filled with a gas lighter than air. In the basket were bags of sand. These the passenger threw out when he wanted to go higher. When he wanted to land, he opened a valve in the top of the bag. The balloon then gradually came back to the ground as the gas seeped from the bag.

As a means of navigating the air, the balloon had two defects. It went the way the wind blew, regardless of the passenger's wishes. If he wanted to go in a western direction, he had to wait until the wind was willing to take him that way. Moreover, the passenger could not regulate his rate of speed. No matter how eager he was to reach his destination, if the wind blew gently he had a slow trip.

But inventive genius finally changed the "flying bag" into a dirigible, a machine that man could control. This



THREE EARLY TYPES OF GAS BALLOONS

was done by adding an engine and a propeller to move the bag instead of waiting on the caprice of the wind. A rudder to guide the bag in the desired direction was also added. The development of a crude type of balloon into a modern dirigible is only another example of man's determination to conquer the forces of nature.

VI. Make an outline for a report on one of the topics listed on page 251 or on any topic that you need to know about in geography, history, or science.

Bring your outlines to class and discuss them. Write on the blackboard a few of the best outlines.

WRITING SUMMARIES

A **summary** is sometimes called by the French term *précis* (prâ·sē'). Look up the meaning of the word *précis*. What English word is similar to it?

"Tell the class about the lecture on the Battle of the Somme that you heard last night, Arthur," said the history teacher. Arthur wondered whether he should give a full, detailed report or a brief summary of important facts. Which would you suggest? Why? Which would the listeners probably prefer?

When the teacher of any subject calls on you to report on information you have acquired, she usually expects a **summary**, or a "boiled-down" statement of important points. Why is she likely to object to a word-for-word account?

Can you tell where, besides in the classroom, summaries are often used?

Have the class listen to a radio news broadcast. Then discuss on what basis you think the reporter decides which of various news items he will report.

Guides for Writing Summaries

1. Read the article all the way through in order to get the main idea of the entire selection.
2. Re-read it very carefully, selecting the principal idea or ideas in each paragraph.
3. Make your summary as brief as possible, *using your own words*.
4. Revise your summary to make sure that it contains only essential ideas, expressed as briefly, clearly, and smoothly as possible.

The summary of a short selection is usually a single paragraph. In it the author's main points are stated briefly.

I. Prove that the summary on page 258 of the following selection does or does not express the main idea clearly and briefly:

“THE MAPLE LEAF FOR EVER”

Alexander Muir, principal of a school in East Toronto, had the habit of calling in at the local post office each noon to have a chat with Mr. Leslie, the postmaster. On one of these visits in the fall of 1867, the two men went for a stroll. While they were walking, Leslie called Muir's attention to an advertisement of the Caledonian Society of Montreal offering three prizes for the best Canadian poem, and suggested that Muir enter the contest. Just then a maple leaf alighted on Leslie's sleeve, and Leslie handed it to Muir, suggesting the maple leaf as a theme for the poem.

The two friends then separated, Leslie going back to the post office and Muir to the school. Shortly after four o'clock the latter returned to the post office and showed Leslie the poem he had composed in the interval.

Strangely enough the poem won only second prize in the contest. Not long after, however, Muir composed music to accompany the words, and soon the song became very popular.

(To honor the author of "The Maple Leaf For Ever" the citizens of Toronto, in 1934, dedicated to his memory the Alexander Muir Memorial Gardens.)

Summary

The author of "The Maple Leaf For Ever" was Alexander Muir. At the request of his friend, Leslie, he wrote the poem for a contest. A maple leaf falling from a tree suggested the theme. The poem did not become popular until Muir wrote music for it.

II. Read the following selections. What are the principal points brought out in each? Using the guides given on page 257, write a summary of each selection.

A USEFUL VEGETABLE

Rice is the staple food of the Chinese and Japanese people. It is an exceedingly nutritious grain. The natives of the rice-growing countries are usually too poor and perhaps too wise to eat a polished rice such as we commonly do in Canada. The pearly-white, lustrous grain is not as nutritious as the whole grain. Because rice is weak in protein, the Chinese and Japanese combine it with fish or with a sauce called *soy*, made from beans.

Rice is used for many different things. A famous Japanese drink called *sake* is made from fermented rice. A favorite hot-weather drink in India is rice water flavored with lemon and sugar. The rice bran and straw are used for fodder for hogs and cattle. Rice bran and the polish dust are sold as meal. Sandals, hats, bags, wrappers, and mats are manufactured from the straw. The hulls are used for bedding and for fertilizer.

A STRANGE BIRD

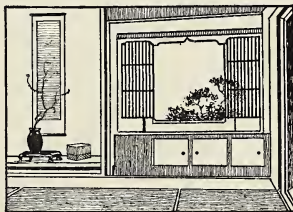
The shoe-bill is a strange, weird-looking bird, which lives only in the valley of the White Nile. It has a huge, blotched, yellow bill which is broad and angular. It uses this to rake up small fish and reptiles as it wades along the shallow waters of the river. When startled, it flies to a low, overhanging tree and stares fiercely at the intruder. The first white explorers in these regions told strange tales of this bird and claimed it was related to the stork or the pelican. Zoologists since have disproved this theory.

III. Condense each of the following selections into a summary that is not more than one-third as long as the original. Use the guides given on page 257, unless your class can think of better ones.

CRICKETS AS PETS¹

If you were a little Chinese boy, you would be likely to have a cricket for a pet, a cricket that would look much like the cheerful little fellows chirping on our hearths in the fall, which we are so careful not to harm — though your pet might be green or yellow or purple, instead of black.

There might be several in the household, in fact. Your mother might keep one in a little ivory cage, to place near her pillow so that she could hear it "singing" in the night. Your father might take one, in a tiny cage hung from his girdle or tucked away in his breast pocket, to the tea house, to join other gentlemen



¹From *St. Nicholas*. By permission of the American Education Press, Inc.

out with their crickets. There they would talk over the topics of the day and the merits of their insects, taking them out of their cages, displaying them, and washing them and their cages with tea.

If your father were wealthy, there might be several rooms in your home devoted to crickets, and the sound of their chirping would be heard outside. If this were so, there would be a servant to take the pets out of their cages each day, wash them, and attend to their feeding.

But you would probably be content to keep your cricket in a box or in a bottle, and it would repay you by learning clever tricks, such as throwing and catching a tiny ball.

BETTY SHANNON

THE LOST COLONY

Raleigh was interested in planting a colony in the New World. He thought that was a good way for England to strengthen her claim to America. The year before the defeat of the Spanish Armada he sent John White with a group of people to make a settlement at Roanoke Island off the coast of what is now North Carolina.

The settlers had a hard time. Finally food ran so low that White decided he must go back to England for supplies. How he hated to leave his little grand-daughter, who had been born after they had landed in America! Before sailing, White pointed out a certain tree to the colonists. He told them that if they left Roanoke Island, they should cut in the bark of the tree the name of the place to which they were going. If they were in danger, they were to cut a cross above the name.

When White arrived in England, the Queen seized his ship to fight against the Spanish Armada. It was almost three years before he returned to Roanoke. No one greeted him. He rushed to the tree. On it was cut the name *Croatan*. There was no cross above it.

IV. Write a brief summary of each of the following:

1. Your history lesson
2. A radio program of great interest
3. An event on an assembly program
4. An illustrated lecture
5. A moving picture
6. A recent explanation given by your science teacher or history teacher
7. A selection which your teacher assigns in this book

V. Discuss the following questions:

1. What is the value of learning to write summaries?
2. What are the qualities of a good summary?
3. How does an outline differ from a summary?
4. Do you use summaries or outlines in planning stories or in telling about things you have seen or done?

SHARING YOUR ENJOYMENT OF BOOKS

"A pleasure shared is a pleasure doubled."

Why are such comments as the following of little value to anyone who is trying to decide whether he will enjoy reading a certain book?

"Oh, that's a very good book! You'll like it."

"I don't like that story. It's no good."

I. Make a list of the facts that you would like to know about a book before reading it. How many of these points do the following reports mention?

WILD ANIMALS I HAVE KNOWN

By Ernest Thompson Seton

Wild Animals I Have Known is a typical Seton book. It contains several short stories that tell about certain wild

animals and birds in the West. The author, who has lived a long time in the West and spent many years studying the habits of wild animals, is able to make his stories seem strikingly real.

Many of these stories reveal how much animals are like human beings. For example, a very interesting story about a fox shows how jealous the mother is of her young. When one of the mother fox's little babies was caught, she thought that some men were going to hurt it. In order to save it, she crept close to it one night and fed it poison.

Wild Animals I Have Known should prove of interest to anyone who likes animals and who wants to know more about their habits.

A PUPIL

THE PRINCE AND THE PAUPER

By Mark Twain

The Prince and the Pauper tells of the adventures of the little prince of England and a beggar boy, Tom Canty. Tom is so mistreated that he leaves his home to make his own way in the world. On his travels he meets the prince and is invited to visit the castle. Each boy thinks that the other has been leading a more exciting life. They decide to exchange places. They are able to fool everybody because they look so much alike.

For a short time both of the boys have great fun. But when the prince has to sleep in the woods without any covering, and Tom has to pay strict attention to his manners, the fun vanishes. After both boys have had several thrilling adventures, each returns to his real place in life. Each boy has learned a lesson and is better satisfied than he was at the beginning of the story.

At times the story is very interesting and exciting. I think it helps us to appreciate how foolish it is to envy other people and to think that they have a better time than we do.

A PUPIL

II. Discuss the following questions:

1. Do the reviews on pages 261 and 262 tell you enough so that you can decide whether you would enjoy reading the books?
2. Are the reviews too long or too short? Could any details be omitted? Why should a book review be short?
3. Should a book review suggest the general plot of the story? Should it give away the secret of the plot?

III. Discuss in class the following guides, telling how you might use them in giving your own book reports. If you wish, add other guides for your own use.

Guides for Oral Book Reports

1. Tell what the *theme* or *purpose* of the book is.
2. Describe a character or characters in the book and the place of action or tell what kind of things the people do.
3. Compare or contrast the book with other books that your classmates may have read.
4. Read aloud interesting, thrilling, or humorous passages.
5. If you like the book, find a good way of *showing why*. If you do not like it, *show why* also.
6. Give some interesting suggestions about the plot, but don't give it away.

IV. Give a brief oral report of one of the books listed on page 264 or of another book that you have read recently. Make your account definite, sincere, and entertaining. Do not go into so many details that you leave nothing for the reader to discover for himself.

Test the excellence of your report by the interest you are able to arouse in your audience.

Reading is to the mind what exercise is to the body.

JOSEPH ADDISON

Abbott, Eleanor H. . . .	<i>Molly Make-Believe</i>
Alcott, Louisa May . . .	<i>Jo's Boys and How They Turned Out</i>
Alcott, Louisa May . . .	<i>Little Women</i>
Baker, Olaf	<i>Dusty Star</i>
Baldwin, James	<i>The Story of Siegfried</i>
Bennett, John	<i>Master Skylark</i>
Bok, Edward	<i>A Dutch Boy Fifty Years After</i>
Britt, Albert	<i>The Boys' Own Book of Frontiersmen</i>
Burroughs, John	<i>Birds and Bees</i>
Cather, Katherine D. . .	<i>Boyhood Stories of Famous Men</i>
DeKruif, Paul	<i>Microbe Hunters</i>
Fabre, Jean Henri	<i>A Storybook of Science</i>
Grey Owl	<i>Adventures of Sajo and Her Beaver People</i>
Hawthorne, Nathaniel . .	<i>A Wonder Book</i>
Hawthorne, Nathaniel . .	<i>Tanglewood Tales</i>
Janvier, Thomas A. . . .	<i>Aztec Treasure House for Boys</i>
Jewett, Sarah Orne . . .	<i>Betty Leicester</i>
Kipling, Rudyard	<i>The Jungle Book</i>
Montgomery, Lucy Maud .	<i>Anne of Green Gables</i>
Porter, Gene Stratton . .	<i>Freckles</i>
Rice, Alice Hegan	<i>Mrs. Wiggs of the Cabbage Patch</i>
Schwatka, Frederick . . .	<i>Children of the Cold</i>
Twain, Mark	<i>The Adventures of Tom Sawyer</i>
Twain, Mark	<i>The Prince and the Pauper</i>
Verne, Jules	<i>Around the World in Eighty Days</i>

CHOOSING SPECIFIC WORDS

I. Remember that well-chosen words give definite pictures. Can you name stories which the following words describe? Add other descriptive words to the list.

stimulating	humorous	instructive
fast-moving	stirring	ancient
exciting	thrilling	scientific
fascinating	illustrated	historical
imaginative	educational	entertaining

II. Give an adjective opposite in meaning to each one listed above. Use your dictionary.

III. Substitute definite words for the overworked indefinite ones printed in *italics* below:

1. I think that book is *awful*.
2. "The Cat Who Went to Heaven" is a *nice* story.
3. I'm always *a lot* interested in mystery stories.
4. I think that Jules Verne is a *fine* author.
5. Sometimes Tom Sawyer was a *bad* boy.
6. "Microbe Hunters" is a *swell* book.
7. Almost everyone enjoys *good* stories.
8. I think some of Paul Bunyan's stories are *terribly* funny.

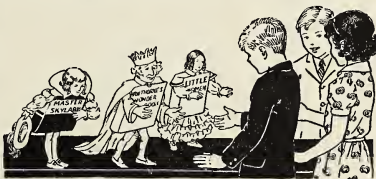
IV. From one of the books listed on page 264 or from another book you have read, find words or phrases which the author uses to describe his main character. For example, in *The Story of Siegfried* the following words are used to describe the knight:

tall	skilful	loving	fearless
brave	handsome	daring	knightly

USING ORIGINALITY IN REPORTING ON BOOKS

I. Try to think of novel ways to introduce your book friends to the class.

One group of boys and girls of your age enjoyed very much using a book-rating chart.



How would you change, or add to, the items given in the chart on page 267? There are ten points on this chart. Rating on the basis of 100%, each point is worth 10%. You may find it interesting to figure the scores of several books, using these items. Of course, such scores are not scientifically accurate, but they can be an expression of your best judgment. Do you know the books that Sylvia has rated? How would you change her ratings?

Below are other suggestions for sharing your books with your friends. Perhaps you can add still others.

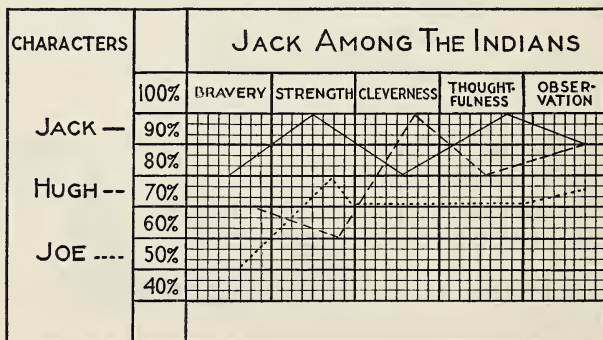
II. Draw an illustration or construct something suggested by a story that you have read.

III. Tell or write briefly the funniest episode; the saddest; the most exciting.

IV. Pretend that you are a book salesman. "Sell" the book to your class.

V. Make believe that you are one of the characters. Tell one of your most interesting experiences.

VI. Make a graph showing the good and the bad qualities of a certain character or characters, such as the one below. Be able to explain your drawing.



TITLE	Sara Crewe	Lucky Sixpence	In the Days of Alfred the Great
AUTHOR	Burnett	Knipe	Tappan
1. Is the book interesting?	10	10	8
2. Is it informational, imaginative, or both?	5	8	10
3. Does the author make the story sound as if it really happened?	10	10	10
4. Are the characters life-like?	10	10	6
5. Are the events kept as surprises, except for appropriate hints?	5	10	5
6. Is the book worth re-reading?	10	10	10
7. Is the book interesting to everyone or only to a certain group?	5	5	8
8. Does the book make you think?	5	5	6
9. Are there any beautifully written passages?	10	5	10
10. Is it probable that this book will be read many years from now?	5	2	10
	75%	75%	83%
NAME <i>Sylvia Mayer</i>			

VII. Compare a book with some other book that you like. Show how one book is more or less interesting than the other.

VIII. Select and prepare to read aloud a short passage which you think will interest your class. Prepare an introduction and a closing explanation.

IX. From the books and stories familiar to most of your class, choose some characters for description. See if your classmates can guess from what books the characters are taken.

X. Keep a record of the books you read. Use the form below or one that your class likes better.

Book Report

1. Name of Pupil_____
2. Title of Book_____
3. Author_____
4. Date Read_____
5. Classification (Animal, Adventure, Travel, etc.)

6. My Opinion of the Book_____
- _____

OTHER INTERESTING THINGS TO DO

I. Make a list of library rules for your own use. Tell how the rules can help you to be thoughtful of others while making efficient use of your own time.

II. Summarize an interesting paragraph or group of paragraphs selected from a magazine or a newspaper article. Attach each article to its summary.

III. Consult encyclopedias in order to find out what the following people did to promote the growth of libraries. Report to the class what you learn.

Melvil Dewey

Horace Mann

Andrew Carnegie

Charles William Eliot

Benjamin Franklin

Mary Wright Plummer

IV. See which of your classmates can make the best one-sentence summary of some story he has read or of a movie he has seen.

V. As a class, make a list of guides for study habits. List desirable mental and physical conditions and methods of budgeting time for reading and reviewing.

VI. Prepare a dramatization about interesting characters from book-land. Present the play in costume.

VII. Arrange bulletin-board displays of book reviews cut from newspapers or from magazines. Write criticisms of these reviews, pointing out the good and the poor qualities.

VIII. Prepare auditorium programs at which interesting book reviews are given. Read the reviews, act them out, or broadcast them over a real or an imaginary radio.

IX. Make a booklet in which you write "thumb-nail" sketches of your favorite authors. Illustrate your work with appropriate sketches.

X. Secure a copy of Lewis and Lesser's *Adventures with Books and Libraries* and read pages 144 to 170. Report to the class what you have learned.

XI. Make book jackets for books you read, putting on the flap a short paragraph advertising the book.

XII. Start as a class project a "New Fact a Day" column or chart. This may be kept on the blackboard, on the bulletin board, or in a class notebook.

REVIEW, TEST, AND PRACTICE

COMMON AND PROPER NOUNS

Practice I. Study the italicized words in the story below. You will discover that they are **nouns**, or words that name persons, places, and things. Find nine nouns in the last four sentences of the story.

WHAT A FISH!

We had the very best camping *spot* in *Ontario*. It was situated on a beautiful lake. The *waters* of this *lake* contain *perch*, *pickerel*, *bass*, *pike*, and *muskie*s. One *morning* in *August* I had my great *adventure*. We started out that *morning* at the very early *hour* of five o'clock. I hoped to catch a big *pickerel*. First we tried casting. Then we began to troll. After trolling unsuccessfully for about an *hour*, we decided to go in. I was reeling in my *line*. Suddenly I felt a slight *jerk*. I saw, much to my *disgust*, a baby *perch*. All at once a dark *form* shot through the *water*. It grabbed the *perch*! The casting rod was almost jerked from my hands. A large fish had swallowed the *perch* on my hook! After a battle of three hours, I finally landed a twelve-pound *pickerel*!

Practice II. In the story above how many of the italicized words are capitalized? Those that are capitalized are called **proper nouns**.

A *proper noun* is the name of a particular person, place, or thing.

A *common noun* is a name that applies to any one of a class of persons, places, or things.

Common Nouns

girl day
city school

Proper Nouns

Mary Saturday
Saskatoon Bennett School

Copy the list below. For each common noun listed in the first column write a proper noun that names a *particular person, place, or thing* of that class. For each proper noun in the third column write a common noun. The first ones are done for you.

Common Nouns	Proper Nouns	Proper Nouns	Common Nouns
1. lake	Erie	11. Robert	boy
2. man		12. Manitoba	
3. war		13. Atlantic	
4. ocean		14. Miss Hall	
5. street		15. Mr. Jones	
6. church		16. Christmas	
7. country		17. World War	
8. teacher		18. France	
9. holiday		19. Dr. Jensen	
10. mountain		20. Fredericton	

Practice III. The names of the *days* of the week, the *months* of the year, *holidays*, and *great events* are proper nouns and should be capitalized. The names of the seasons of the year — *spring*, *summer*, *autumn*, and *winter* — should *not* be capitalized. They are an exception to the rule.

Write twenty proper nouns illustrating the statement above.

Practice IV. Geographical names are proper nouns and should be capitalized.

Write three proper nouns to correspond to each of the following common nouns:

1. city	5. river	9. town
2. state	6. avenue	10. lake
3. country	7. gulf	11. cape
4. sea	8. ocean	12. mountain

The words *north*, *south*, *east*, and *west* are capitalized if they are used to indicate sections of the country. When used to show direction, they should not be capitalized.

The following sentences are correct:

We travelled *west* until we reached the *West*, where the Indians used to roam.

We continued *south* until we entered the *South*, a section I had long wished to visit.

When we reached the *East*, we decided to follow the coast-line *north* to New Brunswick.

Write sentences to illustrate the statement above.

Practice V. Names of (a) political parties (Conservative), (b) races (Negro), (c) religious denominations (Presbyterian), and (d) parts of the government (Senate) are proper nouns and should be capitalized.

Write three examples to illustrate each rule.

Practice VI. Names of *particular* schools (Bennett School), churches (First Presbyterian), and buildings (Southam Building) are proper nouns.

Write five examples of each.

Practice VII. Copy the following sentences, using capitals where necessary:

1. I attend macaulay junior high school.
2. the senate and the house of commons met today.
3. we studied about the northwest territories.
4. the social credit party was first organized in alberta.
5. the west was stricken by a drought.
6. the amazon river is longer than the mississippi.
7. the indians were skilful hunters.
8. i help my mother on saturdays.
9. the nile floods its banks in the spring.
10. we like to hear mary sing.

11. the children are interested in the stanley cup games.
12. my brother came home for christmas.
13. i like the smell of burning leaves in autumn.
14. on labor day we usually have a picnic.
15. my aunt, mrs. sara arnold, is very old.
16. have you seen tuffy, my little yellow dog?
17. magellan sailed around the cape of good hope.
18. the caribbean sea is part of the atlantic ocean.
19. i visited in quebec city, quebec.

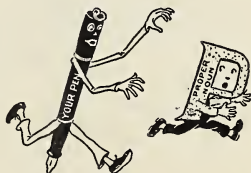
Practice VIII. Write the following from dictation :

As friends are bound together by having a common experience, so is a nation united by a knowledge of its own history. The more we study the history of Canada, the more shall we think and feel as one Canadian people, and only thus may we become a greater people. The awakening interest in Canadian history is both the result and the cause of an increasing love for our country. When we love anything, we cannot know too much about it, and love grows by what it feeds on.

Practice IX. Write a story about this picture. Underline the common nouns once and the proper nouns twice.

Practice X. Consult the dictionary for interesting synonyms of the following nouns :

- | | |
|----------|-------------|
| 1. event | 4. vagabond |
| 2. crowd | 5. dress |
| 3. color | 6. sound |



WHY BEHEAD THE POOR
FELLOW?

SINGULAR AND PLURAL NOUNS

Practice. In the story on page 270, list each noun as either singular or plural. (Refer to pages 276 and 277.)

USING *THIS* AND *THAT*; *THESE* AND *THOSE*

Test I. Read aloud the following sentences, filling each blank with *this*, *that*, *these*, or *those*:

_____ sort of fruit is better than _____ sort, I think. Mother serves _____ sorts. Which of _____ kinds of grapes do you like best? We always have _____ kind for dinner. _____ kinds right here are fresher than _____ kinds over there by the door. Do you think _____ kind of apple on the shelf is as good as _____ kind which I have in my hand?

The adjectives *this* and *that* are used to modify singular nouns, while the adjectives *these* and *those* are used to modify plural nouns.

This kind of candy is good.

These kinds of candy are better.

That kind of candy is good.

Those kinds of candy are the best.

This and *these* refer to things close at hand; *that* and *those* refer to things farther away.

Practice I. Use each of these expressions in a sentence :

these kinds

those kinds

these sorts

those sorts

Practice II. Copy the following sentences, filling each blank correctly with *this*, *that*, *these*, or *those*:

1. Where are _____ pencils you bought?
2. _____ pencil was given to me.
3. _____ pencils are bought by the gross.
4. Where is _____ man going?
5. _____ kind of candy is my favorite.
6. I like _____ kind of weather best.
7. _____ people are from the South.
8. _____ were the best apples of them all.
9. You may not bring _____ dog in here.
10. Where can you buy _____ kind of candy?

11. She will wear ____ dress and ____ shoes.
12. Will you please put ____ books away?
13. We played ____ team last year.
14. Where did you find ____ definitions?
15. He sent me ____ flowers and ____ box of candy.
16. ____ ball was used last year.
17. ____ gloves are ruined.
18. Christmas comes on Friday ____ year.

Test II. Write ten sentences using *this*, *that*, *these*, and *those* to modify *kind*, *kinds*, *sort*, and *sorts*.

Practice III. Write ten sentences, leaving blanks to be filled with *this*, *that*, *these*, and *those*. Exchange papers with a classmate and fill in the blanks in his sentences.

APPLYING RULES TO FORM PLURALS



SINGULAR

PLURAL

Practice I. Copy the charts on pages 276 and 277 and write the plural form of each word. Use the directions given in the right-hand column to help you and consult the dictionary when you are in doubt. You may wish to copy these directions, together with your word list, in your English notebook. Why will such references be useful for your composition writing?

*Singular**Plural*

girl church dress tax wish guess class sash waltz shadow	girls churches	Most nouns form their plurals by adding <i>s</i> . But nouns ending in <i>s</i> , <i>sh</i> , <i>ch</i> , <i>x</i> , or <i>z</i> sounds add <i>es</i> because the <i>s</i> right after these sounds would be difficult to pronounce.
cliff half wife chief wolf knife loaf life leaf safe	cliffs halves	All nouns ending in <i>ff</i> and most nouns ending in <i>f</i> or <i>fe</i> form their plurals by adding <i>s</i> . But some nouns ending in <i>f</i> or <i>fe</i> form their plurals by changing the <i>f</i> or <i>fe</i> to <i>ve</i> and adding <i>s</i> .
boy sky day enemy army party key alley cry reply	boys skies	Nouns ending in <i>y</i> preceded by a vowel form their plurals by adding <i>s</i> . Nouns ending in <i>y</i> preceded by a consonant form their plurals by changing <i>y</i> to <i>i</i> and adding <i>es</i> .

*Singular**Plural*

echo cameo potato cargo zero Negro hero piano mosquito	echoes cameos	Nouns ending in <i>o</i> preceded by a consonant generally add <i>es</i> to form their plurals. Some exceptions are <i>alto</i> , <i>banjo</i> , <i>solo</i> , <i>lasso</i> . Nouns ending in <i>o</i> preceded by a vowel form their plurals by adding <i>s</i> .
sheep deer salmon	sheep	Some nouns are the same in both singular and plural.
goose man foot woman tooth mouse	geese	Some nouns form their plurals by changing a vowel or vowels.
fish grass	fish, fishes	Some nouns have two plurals.

Practice II. Write the following sentences from dictation. Observe the spelling of the italicized words.

1. The *buses* and *automobiles* whizzed by the corner.
2. The two *Joneses* sat in their truck, which was filled with *potatoes*, *tomatoes*, *peaches*, and *apples*.
3. Several *ladies* stopped to buy *boxes* or *baskets* of fruit.
4. Near by, several fishermen had *salmon* and *trout* and other *fish* for sale.
5. Their greatest *enemies* were the *mosquitoes*.
6. Two *hunters* passed, carrying *rifles*.
7. They said they had shot *wolves*, *deer*, and *bears*.

Test. As a spelling lesson, write the plural form of each of these words:

- | | | | |
|-------------|------------|------------|-----------|
| 1. lock | 7. bell | 13. age | 19. edge |
| 2. waitress | 8. thief | 14. grotto | 20. bush |
| 3. mass | 9. muff | 15. baby | 21. cup |
| 4. tree | 10. fox | 16. rush | 22. lace |
| 5. game | 11. belief | 17. tray | 23. ache |
| 6. mountain | 12. motto | 18. monkey | 24. proof |

Use your dictionary in marking your paper.

POSSESSIVE FORMS OF SINGULAR NOUNS

Test I. Number a sheet of paper from 1 to 10. Opposite each number write the form of the noun in parentheses that shows ownership. This is called the **possessive form**.

1. (Mary) class formed a book club.
2. The (president) name is Jack.
3. The president explained (Robert) duties to him.
4. (Ted) duty is to write the minutes of each meeting.
5. That (boy) notebook is used by the secretary of the club.
6. The (teacher) help was needed in organizing our club.
7. (Tom) duty is to be chairman of the program committee.
8. I should not like to have (Jane) job.
9. Marion will write the (club) constitution.
10. The (girl) record is very gratifying.

If you made no mistakes on the test above, you may be excused from further drill.

If you made mistakes, study the following sections and then take the next test.

Practice I. Write sentences using each of the possessive forms below. Observe that a singular noun is made to show possession by the addition of an apostrophe and *s*, thus: *boy's*.

- | | |
|-----------------|----------------------|
| 1. Mary's dress | 4. the man's hat |
| 2. Frank's book | 5. the glass's rim |
| 3. Lewis's dog | 6. the girl's ribbon |

Practice II. When a word ends in a sound that is difficult to pronounce with *s*, such as *lass's*, *church's*, the *'s* is sounded as though it were *es*, thus adding a syllable to the word.

Use the possessive form of each noun below in a sentence. Read your sentences aloud.

- | | | |
|----------|-----------|---------------|
| 1. tree | 3. box | 5. Charles |
| 2. James | 4. rabbit | 6. Mrs. Cross |

Test II. Copy the following sentences, supplying the possessive forms of the nouns in parentheses:

1. We followed the (hero) example.
2. The (librarian) directions were very helpful.
3. With (Miss Jones) assistance, we located the books.
4. We learned many new facts from (Mr. Adams) talk.
5. He said that (New York) library is one of the largest in the world.
6. (Paris) library has no card-catalogue system.
7. What is your (cousin) telephone number?
8. The (teacher) assignment mentioned that text.
9. According to (Agnes) report, it is a good book.

POSSESSIVE FORMS OF PLURAL NOUNS

Practice I. Read carefully the explanations in the right-hand column of the chart at top of page 280. Write on a separate sheet of paper the missing plurals and plural possessives of the words in the left-hand column.

<i>Singular</i>	<i>Plural</i>	<i>Possessive</i>	
1. friend 2. girl 3. horse 4. cow 5. bird 6. beast 7. mother 8. father	friends	friends'	To form the possessive of plural nouns ending in s, add an apostrophe.
9. woman 10. man 11. child 12. sheep	women	women's	If the plural form of a noun does not end in s, add an apostrophe and s to show possession.

Practice II. Prepare to write the following sentences from dictation. Study carefully the italicized words. Tell whether each is a singular or a plural possessive form.

When I visited my *grandmother's* home, I found my youngest *cousin's* old book of fairy tales. One story was about a *robbers'* gang. They were frightened one night by a *donkey's* braying, a *turkey's* gobbling, a *duck's* quacking, a *cow's* mooing, and a *dog's* barking. Their *enemies'* cries made the *men's* hair stand on end. Each robber jumped on his *horse's* back and rode away. The *animals'* tricks succeeded where the *policemen's* efforts had failed.

POSSESSIVE FORMS OF PRONOUNS

Test I. Write on a sheet of paper the proper forms of the pronouns in parentheses. Be sure that you use the possessive form if you wish to show ownership.

1. The cat is washing (it) face.
2. Henry says the book is (he).

3. This is my pencil. That is (you).
4. The bird had broken (it) wing.
5. This book is mine. Is that one (she)?
6. That copy of the dictionary is (they).
7. Doesn't that book look like (we)?
8. This history text must be (you).

If you made mistakes, do the following exercise.

Practice I. The following examples show that an apostrophe is not used to form the possessive of any pronoun :

The ball is <i>his</i> .	It is <i>his</i> ball.
The money is <i>hers</i> .	It is <i>her</i> money.
The room is <i>mine</i> .	It is <i>my</i> room.
The paper is <i>yours</i> .	It is <i>your</i> paper.
The home is <i>ours</i> .	It is <i>our</i> home.
The car is <i>theirs</i> .	It is <i>their</i> car.

Its tail was bobbed.

Use each pronoun in the examples above in a sentence.

Practice II. Do not confuse the contraction *there's* with the possessive pronoun *theirs*.

Copy the following sentences, inserting an apostrophe when necessary :

1. Theres a bird in the tree.
2. Is this house theirs?
3. Theres no time to lose.
4. Put your booklet with theirs.
5. Theres only one boy absent.
6. Theres a storm approaching.
7. It seems as if theres always something wrong.
8. That touchdown was theirs.
9. Those pictures are theirs.
10. Theres nothing that we can do about it.
11. These books may be placed with theirs.
12. Our grades are not so good as theirs.

13. There's only one answer to the question.

14. Where there's a will there's a way.

Practice III. Remember that *its* means possession and that *it's* means *it is*.

Write the following sentences correctly, using the apostrophe only when it is needed.

1. It's time to give the bird its bath.
2. Don't you think it's fun to bathe a canary?
3. It's fun for the canary, I'm sure.
4. Have you any more seeds for its dish?
5. It's almost empty.
6. It's almost too cold for the bird to take its bath.
7. I think it's going to snow.
8. The kitten has lost its catnip mouse.
9. It's an ill wind that blows no good.
10. The dog has found its master.
11. The willow is nodding its head.
12. How do you know that it's true?
13. I do not like its color.
14. They had its ears clipped.

Practice IV. Write ten sentences illustrating the correct use of *it's* and *its*.

Test II. Copy the following sentences, supplying the proper forms of the words in parentheses:

1. The dog had hurt (it) foot.
2. Margaret said that the pencil was (she).
3. Fred has lost (he) assignment.
4. (It) not on the floor, is it?
5. This one that I found must be (you).
6. Is that eraser (you)?
7. I think it is (I).
8. Is this copy (they) or is it (I)?
9. No, it is (we).
10. (It) time for the bell to ring.

USING THE DICTIONARY

In writing letters and stories you frequently need to use the dictionary to learn the correct meaning and spelling of words. Do you know how to use the dictionary effectively? If so, you can make a good score on the following test.

Test. Number a sheet of paper from 1 to 20. Opposite each number write the correct answer for the question of that number. Use your dictionary.

1. How are words in a dictionary arranged?
2. Why are they arranged in this order?
3. Does the order extend to the last letter of a word? Why?
4. Does the dictionary have a table of contents? What does it tell you?
5. Write the two words printed in heavy black type at the top of page 24 of your dictionary. Where else on the page do you find the *first* of these words? the *second* word?
6. Why are these words called **guide words**?
7. Why are guide words eye-savers as well as time-savers?
8. Find and write the guide words given on pages 50, 75, and 100 of your dictionary.
9. Give a list of ten abbreviations the dictionary commonly uses. Tell what each one means.
10. Give one reason why so many abbreviations are used in the dictionary.
11. State five other things you can find out about a word in the dictionary — for example, its spelling.
12. How does the dictionary show pronunciation?
13. How does the dictionary show the plural of a noun?
14. How does the dictionary show which of several spellings is preferred?

15. Why does the dictionary divide words into syllables?
16. What is meant by **diacritical marks**?
17. On what part of a page do you find the **key words** showing how words are pronounced?
18. What does the heavy accent mark show? the light accent mark?
19. Mark the words *dome* and *secondary* to show how to pronounce them.
20. Write a sentence containing a synonym for *brave*.

What is your score on this test?

Your teacher will give you further exercises on the use of the dictionary if you fail to answer any of these questions correctly.

THE DICTIONARY AS AN AID IN WRITING

Test I. Rewrite the paragraph below, using the dictionary in the following ways:

1. To find correct spelling
2. To discover exact word meanings
3. To find synonyms for the overworked (*italicized*) words
4. To learn correct plurals of words
5. To find the correct capitalization of words
6. To see how words are divided into syllables, so as to know how to divide them at the end of a line

This (aviat-r), who greatly admired (lindbergh — Lindbergh), was a very daring boy. His *daring* actions worried his mother, who was one of the most timid (ladys — ladies) in the world. She thought it was dangerous for her son to be so *daring*. However, the (principal — principle) of his school encouraged the young flier to continue his interest in (avia·tion — av·iation — aviat-ion).

Practice I. Name other ways in which the dictionary aids in writing. How many of these ways do you use?

Practice II. Read the following sentences aloud. Using the dictionary, check your pronunciation of the italicized words.

1. The stone is a *genuine* diamond.
2. Have you any *idea* how it works?
3. He was *surprised* by the shot.
4. *Perhaps* we can go.
5. He can *express* his thoughts well.
6. It *often* rains in the middle of winter.
7. Harry has a *mischievous* puppy.
8. This evening we are going to the *library*.
9. What games do you like to play during *recess*?
10. We wrote *poems* for Thanksgiving.
11. *Everybody* is happy.
12. The smaller boys waded in the *creek*.

Practice III. Find a synonym for each italicized adjective below. Use the dictionary for suggestions.

- | | |
|----------------------------|-----------------------------|
| 1. <i>radiant</i> sunlight | 5. <i>difficult</i> journey |
| 2. <i>cheerless</i> day | 6. <i>joyous</i> Easter |
| 3. <i>calm</i> sea | 7. <i>gorgeous</i> design |
| 4. <i>gifted</i> musician | 8. <i>brave</i> knight |

Practice IV. 1. Look in the dictionary for the meaning of the word *monosyllable*. At the end of a line, never divide a monosyllable, such as *though*, *length*, *things*, *strength*, or *stretched*. Find four other examples of monosyllables in the dictionary.

2. At the end of a line, never divide two or more letters that represent a single sound, such as *oi*, *au*, *ch*, *ph*, *sh*, *str*. Find four examples of words containing several letters that represent a single sound.

3. When prefixes and suffixes contain sounded vowels, they are separate syllables: *lovable*, *unrelated*. Find three other examples of such prefixes and suffixes.

Test II. Use the dictionary to find the missing letters of these commonly misspelled words:

- | | |
|-----------------|------------------|
| 1. p--spiration | 6. emba--assment |
| 2. di-appear | 7. m-sterious |
| 3. ne-e--ary | 8. d-scription |
| 4. hum-rous | 9. sep-r-te |
| 5. sum--ry | 10. diction-ry |

INVENTORY TESTS

Test I. Can you spell the following words correctly?

tear	women	colors	used
knew	which	almost	easy
speak	afraid	hoping	busy
won't	toward	advise	once
awful	thought	copied	read
alley	brought	because	many
cease	stories	breathe	sense
worth	already	believe	their
friend	writing	weather	cough
aren't	country	freight	again
heard	chimney	kitchen	early
course	business	running	quiet
usual	interest	ninety	lose
since	annual	civics	until
quite	o'clock	meter	there
loose	coming	forty	truly
benefit	all right	safety	advice
foreign	success	surplus	really
judgment	cordially	succeed	literature

Practice I. List the words you misspelled in the inventory test above. Use them in a paragraph which tells a story, as in Practice II on page 287. Ask a partner to dictate your sentences to you. Check to see if you have spelled all the words correctly.

Practice II. Study the following paragraph. Prepare to write it from dictation.

Grandfather uses his common sense and good judgment when he gives advice concerning the weather. When he was a boy living in the country, he used to watch the smoke coming from a chimney. When the smoke curled downward and almost reached the ground, he would say, "There'll be showers today." Grandfather is seldom mistaken in his predictions.

Test II. In each of the following words hyphens have been placed to show where the word may be divided if it comes at the end of a line. After you have studied the words listed below, test your ability to divide each one properly by having a classmate dictate them to you.

ex-cel-lent	ath-let-ics	pun-ish-a-ble
be-gin-ning	fin-ish-ing	com-mit-tee
vol-un-tary	per-mit-ted	grad-u-a-tion
ex-er-cise	sec-re-tary	pro-vi-sions
dis-cov-er	as-sign-ment	un-pro-TECT-ed

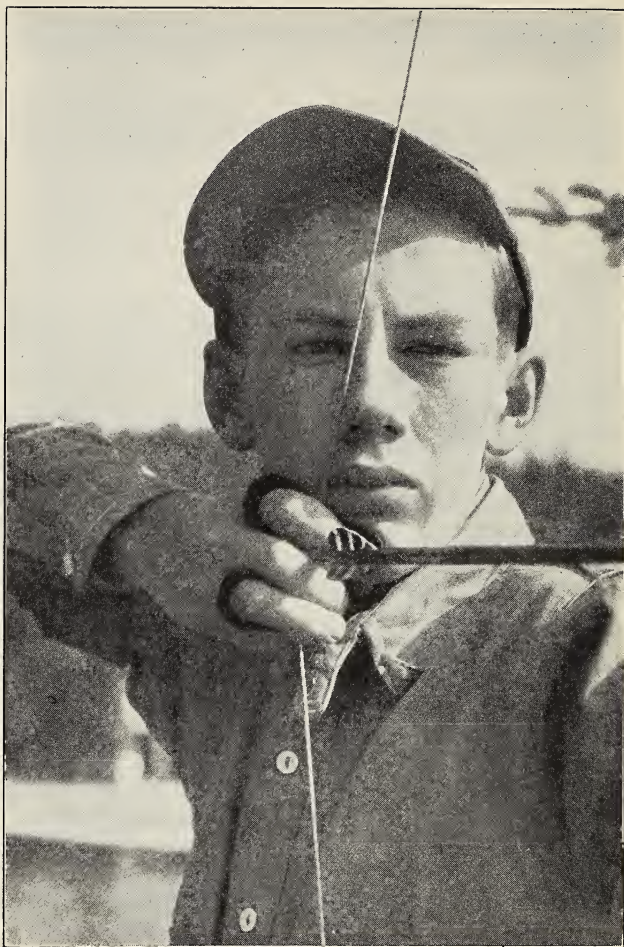
Practice III. Some words are made by adding prefixes. For example, from the word *port* have come *export*, *import*, *report*, and *deport*.

Study the list of prefixes given below :

ex- (from)	de- (from)	sub- (under)
semi- (half)	re- (again)	pro- (for)
trans- (across)	bi- (two)	circum- (around)

Find the prefix in each of the following words :

subdue	expose	transport
produce	deflate	descend
bicycle	transfer	propose
review	semicircle	circumstance



H. Armstrong Roberts

SHOOTING STRAIGHT TO THE MARK

UNIT IX. WRITING BUSINESS LETTERS

FORM OF A BUSINESS LETTER

- I. Compare the following business letter in content and form with the friendly letters on pages 80 and 81.

Box 19
High River, Alberta
April 12, 19--

Mr. J. R. Scott
Martan's Sporting Goods
320 Seventh Avenue West
Calgary, Alberta

Dear Sir:

Our school is organizing an archery club. Kindly send us your latest catalogue and price list for bows, arrows, and targets.

Sincerely yours,

Margaret Norton

1. The name and address of the person or the company to whom a business letter is written is called the **inside address**. Read the inside address above.
2. Give several reasons why a business letter should be more formal than a personal letter.

3. Why do personal affairs have no place in a business letter?
4. Why is it usually not a good idea to write a long business letter?
5. Give reasons why it is a good plan to have a business letter typed.
6. Name at least five occasions on which you need to write a business letter.

II. Study the following order letter. Notice the mark (:) after the salutation. This mark is called a colon.

Bracebridge, Ontario
June 19, 19--

Book Publishing Company
80 Spadina Avenue
Toronto, Ontario

Gentlemen:

I am enclosing a money order for \$4.79
to pay for the following books listed in
your catalogue:

1	<u>Adventures in Aircraft</u> , by Bland	\$2.50
1	<u>Learning to Fly</u> , by Raycroft	2.29
		<u>\$4.79</u>

Please send the books by mail, postage
prepaid.

Very truly yours,
Har Ogden

Answer these questions about the order letter on page 290 :

1. What part is known as the heading? the inside address? the salutation? the body? the complimentary close? the signature?
2. Which one of the six parts of a business letter is omitted in a friendly letter? How does the punctuation of the salutation in a business letter differ from that in a friendly letter? What practical purpose does the inside address serve?
3. What is meant by the block form? by the indented form? Which form do you prefer? Why?
4. Why are the articles that are being ordered listed in tabular form?

III. People living in the country receive their mail by means of a rural carrier who usually travels by automobile. Rural mail is usually marked *R.R.*, which means "Rural Route." In the United States it is marked *R.F.D.*, which means "Rural Free Delivery."

J. A. Small, 220 Traymoor Avenue, Kingston, Ontario, sends a letter to George A. Martin, who lives on R.R. No. 1, Regina, Saskatchewan. Address the envelope.

IV. Write the heading, the inside address, the salutation, the complimentary close, and the signature for each of the following letters :

1. John Bridewell, 462 Sixth Street West, Calgary, Alberta, writes to The Wheeler Manufacturing Company, 740 Granville Street, Vancouver, British Columbia.
2. From your home address write to The Dominion Seed House, Georgetown, Ontario.
3. Miss Ethel Fairman, Rural Route No. 2, Renfrew, Ontario, writes to The Model Watch Company, 9836 Jasper Avenue, Edmonton, Alberta.

4. B. K. Lyman, 523 Riverside Drive, Drumheller, Alberta, writes to The Magazine Publishing Company, Ltd., 1780 University Avenue, Toronto, Ontario.
5. Theodore Hall, Rural Route 1, Olds, Alberta, writes to Willson's Dog Medicines, Ltd., 579 Dufferin Street, Toronto, Ontario.
6. From your home address write to The Empire Stamp Company, Montreal, Quebec.

484 Fourth Avenue N. W.
Moose Jaw, Sask.
August 17, 19—

Sports Supply, Ltd.
Winnipeg, Manitoba

Gentlemen :

Please send me by parcel post the following articles, which are listed in your catalogue of March, 19— :

1 No. 568 tennis racket	\$6.00
1 pair No. 37 size 8 tennis shoes (white)	<u>2.00</u>
	\$8.00

I enclose a money order for \$8.00, as you state that postage is prepaid.

Very truly yours,
Edgar Browning

V. In a class discussion, judge the letter above by the guides given on page 293. What additional guides should you observe?

Guides for Order Letters

An order letter should be:

- | | |
|--------------|--------------------|
| 1. Clear | 3. Concise |
| 2. Courteous | 4. Correct in form |
5. Complete, with all necessary information about quantities, brands, catalogue numbers, sizes, prices, and manner and amount of payment

VI. Write one of the order letters suggested below. Compose a first draft and then proof-read it for correct meaning, as well as for mechanical errors. Copy the final draft neatly in ink.

1. Write to a department store, enclosing a sample of cloth and asking for a yard of cloth to match.
2. Secure a catalogue from a sporting goods store and write an order for two or three articles that you would like to own.
3. Order several articles of merchandise named in a newspaper advertisement of a business concern.

VII. Divide the class into groups of five or six each. Each group will select one of the following letters to write:

1. To a wholesale grocery store, ordering supplies for a school party
2. To a publishing house, ordering two or three books
3. To a stationery store, ordering pencils, paper, and ink
4. To a nursery, ordering different kinds of bulbs
5. To a science magazine, ordering blueprints for aeroplane models, boats, radio sets, or furniture (Prices range from \$.25 to \$2.00.)
6. To a music store, ordering phonograph records and sheet music

7. To the Dominion Department of Agriculture, Ottawa, Ontario, for the bulletins, *Package Bees and How to Install Them*, *The Care of Milk in the Home*, and *Storage of Ice*
8. To a supply house, to rent costumes for a play
9. To a dealer in rebuilt tennis rackets, asking for prices on second-hand rackets
10. To a stamp company, telling them you have found a valuable stamp and you would like to know its cash value
11. To an art supply house, for a set of oil paints and brushes
12. To a toy-manufacturing company, ordering a printing press, several cases of type, and an electric motor

CHECKING A BUSINESS LETTER

Answer these questions about your letter. See also the questions on pages 296 and 297.

1. Is the letter courteous?
2. Is the salutation "Gentlemen" used? (What might be an exception?)
3. Does a colon follow the salutation?
4. Are the items ordered written in tabular form?



CATALOGUE NUMBER 267J; RACING
MODEL; PRICE ONLY \$14.98

5. Is necessary information given about quantity, brand, catalogue number, size, and price?
6. Are shipping directions included?
7. Is the manner and the amount of payment indicated?
8. Are any enclosures referred to?

WRITING FOR INFORMATION

Write any of the following letters that your teacher assigns :

1. Your school newspaper staff wishes to take a trip through the print shop where your paper is printed. Write to the manager of the shop, asking if your class may visit it. Ask him when it would be most convenient for you to come.
2. Write to the editor of a school paper in a neighboring city. Send him a copy of your newspaper. Ask him if he would like to set up an exchange.
3. Your newspaper is starting a safety campaign. Write to the local newspaper, asking if the editor would be interested in co-operating with you by publishing one of your best stories.
4. Your class has been studying about the Olympic games. Write to the athletic board of the nearest university, asking information about Olympic rules and contests.
5. The humor staff of the newspaper would like a cartoonist to speak at their Humor Club meeting next month. They do not know whom they can get. Write to the editor of the local newspaper, asking him for advice and help.
6. The sports writers on the staff want the coach from a rival school to talk to them about a new contest in shuffleboard. Ask if the coach would be free to speak the following Friday at 7.30 P.M.
7. Write to a mimeograph company, asking for prices on the best kind of ink and the newest and cheapest type of stencil for newspaper work.
8. Write to a bungalow camp in the Rockies, asking for full particulars about the advantages offered and the cost of spending a summer vacation there.
9. Write to a stamp company, asking for their latest catalogue.

ANSWERING ADVERTISEMENTS

I. Write answers to two of the following advertisements, which you pretend appeared in one of the local papers. Address an envelope for each letter.

GIRL'S BICYCLE — In good condition, med. size, \$10. Write Jane Tusch, 16 Mercer St.

REG. ENGLISH BULL — Pup, 7 mo. old. Write only if you promise to give best care. Bill Lohn, Box 64K.

WILL EXCHANGE girl's winter coat size 12, green and brown plaid, for wool dress size 12. Mary Todd, 183 Ninth Ave.

18-INCH BOEING P26A SOLID AEROPLANE MODEL — \$3. Also Douglas observation 12-inch scale model, \$1. Real value. Ed Swales, 120 Jordon Road.

9 GUINEA PIGS for sale cheap. Roy Mason, 72 Maynard Ave.

ELECTRIC MOTOR — Like new, good for running drills or saws. Harold Jones, Box 324.

C MELODY SAXOPHONE — Small size, gold-lined bell, excellent condition. Jerome Thomas, 85 West Lane Ave.

HORSEHIDE JACKET — Boy's size 14. Polo coat, size 10. Raincoat, size 11. Eugene Potts, 18 Steward Place.

ROLLER SKATES — Ball-bearing, win all the races, good for miles of fun. Helen Haynes, 429 Wabash Avenue.

PORTABLE PHONOGRAPH — Great for camping trip. Will give you choice of 20 records. Hurry not to miss a bargain. John Thurms, 123 Hancock St.



II. Write and display on the bulletin board an advertisement of some article you wish to buy, sell, or trade. Observe the 4 C's given at the left.

III. Answer the following questions about the letters you wrote in exercise I:

1. Is appropriate paper used, with matching envelope, and blue or black ink?
2. Are the letters well written and neat in appearance?

3. Are straight margins of at least a half inch left all around the paper?
4. Is indented (or block) form used consistently throughout each letter and the envelope?
5. Are the items of the headings in correct order?
6. Is a comma used in every case between the name of the city and the state and between the date of the month and the year?
7. Is each complimentary close followed by a comma?
8. Is only the first word of each complimentary close capitalized?
9. Are abbreviations avoided, except where customary?
10. Are abbreviations always followed by periods and capitalized when the words for which they stand should be capitalized?
11. Are the sentences clear and complete?
12. Is the spelling of all words correct?

WRITING A CLAIM LETTER

I. Does the letter on page 298 explain clearly what error has been made? Give reasons why it is *good business* to be courteous when making a **claim**.

II. Write the letter made necessary by one of the following situations:

1. You ordered a history book from the Smith Publishing Company, Winnipeg, Manitoba. When you received it, you found that pages 65 to 96 were missing. Write a letter to accompany the return of the book, giving details of date of purchase, price, and so on.
2. Two weeks ago you ordered a sewing kit from the J. R. Ranum Company, 983 Georgia Street, Vancouver, B. C. You received a letter saying that the company had shipped the goods, but you have not received the kit. Write a letter, asking the company to trace the shipment of their goods.

1206 Tenth Avenue West
Calgary, Alberta
October 12, 19—

Alberta Government Telephones
119 Sixth Avenue West
Calgary, Alberta

Gentlemen :

On the statement for the month of September, which I have just received, I find that you have listed my August bill as unpaid. I think a mistake has been made, as I paid the August bill on September 5 and have your receipted statement for it.

I am enclosing your statement for September. Will you kindly make the necessary correction and return the statement to me?

Very truly yours,
Alice L. Hanson

3. You recently bought a pair of tennis shoes from a mail-order house. The rubber soles were guaranteed for three months against cracking. When you had worn the shoes a week, the left heel cracked from the rest of the sole. Write to the company, telling them you are returning the shoes and want an adjustment.
4. When you receive three tickets that you ordered by mail from a certain theatre, you notice that one of the seats is separated from the other two. Write to the theatre, calling attention to this mistake.

5. You ordered a new speedometer for your bicycle. The company claimed that it would fit any model of bicycle, but you cannot get it to work on yours. Write to the company, asking if you can return the speedometer and get a refund of the money you sent.
6. You bought a chemistry set from a variety supply company. When you received the set you found it damaged. Ask the company to send you a new set or to make a refund.
7. When you received the dog ordered from the Hillside Kennels, Chatham, Ontario, you found that he did not come up to the description of the dog you ordered. Write the kennel, making arrangements to return the dog. Be sure to give the exact time the dog will arrive, because the dog shouldn't be kept in the crate longer than necessary.
8. You sold a boy a second-hand radio. His last payment is past due. Write him a courteous letter, reminding him that he still owes you a certain amount.
9. You bought a scout uniform from the Reliable Clothing Company, Saint John, New Brunswick. When you opened the package the kerchief was missing. Write a letter to the company, explaining the omission.

III. Study the address on the following envelope:

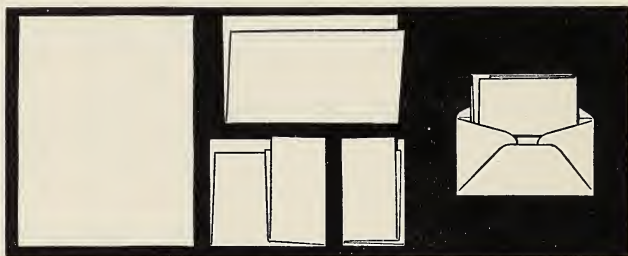
1206 Tenth Avenue West
Calgary, Alberta

Alberta Government Telephones
119 Sixth Avenue West
Calgary, Alberta

Cut out five rectangles the size of envelopes and address as follows, using the form given on page 299. Use your own return address.

1. George A. Zuber, Box 19, Wolfville, Nova Scotia
2. Mr. E. W. White, Manager, Mutual Insurance Company, 440 Grain Exchange Building, Winnipeg, Manitoba
3. Henry Motors, Ltd., 10637 Jasper Avenue, Edmonton, Alberta
4. The Century Company, 20 South Third Street, Lima, Ohio, U. S. A.
5. Hayden Brothers, Ltd., 327 Bay Street, Hamilton, Ontario

FOLDING A LETTER



To fold a sheet of typewriter-size paper, follow these directions: Bring the bottom of the sheet up to within about a quarter of an inch of the top. Crease the fold. Beginning at the right, fold the sheet a third of the way over and crease. Fold the left side over not quite to the edge and crease. Be sure that the edges are even. Put the letter into the envelope with the left edge down.

Practise folding a sheet of business-size paper until you can fold it correctly.

OTHER INTERESTING THINGS TO DO

I. Make a collection of letter-heads used by business firms. Prepare a bulletin-board display of these. Discuss good and bad points of the various letter-heads.

II. Design a business letter-head that would be suitable for your school. If you have a print shop in your school or if any pupil in your school has an individual printing set, have a number of these letter-heads printed.

III. Find out how letters are filed by business firms. Report to the class on the filing system of some particular business firm.

IV. If business courses are given in your school, find out what courses are offered and for what kinds of positions they train the graduates.

V. If there is a business college in your community, write a letter, asking some member of the staff to talk to your class about the most important personal qualifications for a business position.

VI. Make a report to the class on the various mechanical devices used in a business office, such as the typewriter, the duplicating machine, the dictating machine, the adding machine, the stapler, and others.

VII. What are the principal means by which business firms advertise their products? Make a report to the class on what you find.

VIII. From magazines make a list of addresses of firms to whom you may wish to write about stamp collecting or some other interesting hobby.

USING THE LIBRARY

In the library find newspapers and magazines that contain advertisements of something you would like to have. Copy two or three and bring them to class.

Choose one you would like to answer and write a letter in good business form. The best letters may be posted on the bulletin board or included in your class folder.

As a group, prepare an exhibit of model business letters written for different purposes. You will find examples in magazines, textbooks, and books on typewriting, or you may get them from friends engaged in business. Put these in a folder under such headings as Order Letters, Letters of Inquiry, and Claim Letters.

REVIEW, TEST, AND PRACTICE

WRITING PARTS OF A LETTER

With the following information, write skeleton letters. You will need to supply the dates. What other parts must you supply in 3? Address an envelope for each letter.

1. Big Chief Boot Company, North Bay, Ontario —
Gentlemen — Yours truly — From Sam Gardener,
Timmins, Ontario
2. Ames Electrical Supply Store, 822 First Street West,
Calgary, Alberta — Gentlemen — Yours truly —
From Tom Sill, Box 76, Weyburn, Saskatchewan
3. Model Aeroplane Designs, Suite 308, 1034 Queen
Street, Fredericton, New Brunswick — From Stanley
Milford, R.R. No. 1, Souris, Manitoba

REVIEWING CAPITALIZATION

Copy the following sentences, supplying capital letters and punctuation marks:

1. my friend lived in yarmouth nova scotia for three
years
2. the statler boys were playing on the playground of
the laurier junior high school
3. we visited in vancouver victoria and nanaimo

4. i received an invitation from aunt lillian for thanks-giving dinner
5. christmas always comes on the twenty-fifth of december
6. o we always have a good time at jerrys house
7. have you ever visited the toronto zoo
8. i just finished reading *tom browns school days*
9. i was born january 10 1922
10. we are going to jasper alberta

REVIEWING ABBREVIATIONS

Copy the following, using abbreviations:

- | | |
|-----------------------------|-----------------------|
| 1. Postscript | 5. Hamilton Avenue |
| 2. Post Office | 6. Thompson Road |
| 3. Mister Arthur Jones | 7. Mistress Mae Post |
| 4. United States of America | 8. Secretary John Ott |

REVIEWING LETTER FORM

On a separate sheet of paper write the following letter in good business form:

Heading: 608 Monk Street, Quebec, P. Q., January 14, 19—

Inside address: Macfield Stamp Company, 1836 Brookline Avenue, Jersey City, New Jersey, U. S. A.

Salutation: Gentlemen

Body of letter: I have seen your advertisement in the magazine "Hobbies," and I should like to order the following: three 1931 four-cent stamps, four Susan B. Anthony commemoration stamps, and one beginner's stamp catalogue. I am enclosing a money order for two dollars (\$2.00) to cover the amount. Please fill this order at your earliest opportunity.

Closing: Yours truly

Signature: Jerry Jameston

USING TROUBLESOME VERBS

Divide the class into two groups. In turn each leader selects a player from the *opposite* group to read aloud one of the following paragraphs, using only the correct word from each of the parentheses. If the player reads the entire paragraph correctly, his side scores 1. If he makes a mistake, he is out. Then the other leader selects a player from the opposite group. The new player reads the second paragraph. The game is continued until all the players have had a chance to score. Use the nine paragraphs in rotation.

1. (Was, Were) the boys going swimming? They have (went, gone) often all summer. Had I (knew, known) they were going, I should have (went, gone) with them. I wish I had (knew, known) that Wednesday was the day to swim. Yesterday Mother said that I had (swam, swum) too often this summer.

2. Have the officers been (chose, chosen)? Has the constitution been (wrote, written)? Don't tell me that they have already (began, begun) the debate! If I had been on time, I could have (took, taken) part in the meeting. I should have (knew, known) the meeting was at eight o'clock.

3. I believe that John (did, done) his best. I have (gave, given) him to understand that we are proud of him. I (saw, seen) him before the game, and he was nervous. Two of the boys (is, are) going to tell him we want him to play in the next game. The principal has already (spoke, spoken) to him about playing.

4. Is my book (lying, laying) on your desk? I haven't (saw, seen) it since I was (sitting, setting) with you. I wish I could (lie, lay) in the shade and rest. I could have (lain, laid) in the shade yesterday had I (chose, chosen). Today I am too busy either to (sit, set) or to (lie, lay) in the shade.

5. I am sorry that you have (broke, broken) the glass. It was fortunate that you had already (drank, drunk) the lemonade. (Was, Were) the ice cubes you used (froze, frozen) in your new refrigerator? After Mary has (sang, sung), she will probably want another drink. After we have (rang, rung) for more lemonade, let's (sit, set) over by the piano.

6. Were you present when Mary (give, gave) her book talk? She had (wrote, written) a brief outline to help her keep to the main points of her story. I wish I had (did, done) that before I (give, gave) my report. Jane says that she (don't, doesn't) believe an outline is necessary. I notice, however, that those who (have, has) outlines give better talks.

7. John says that the bell has (rang, rung). It must have (rang, rung) while we were laughing. The bell (don't, doesn't) ring very loudly today. The janitor (have, has) been having trouble with it for several days.

8. After Mother had (went, gone), a strange man (came, come) to the door. When the door-bell (rang, rung), I didn't know what to do. You know there (have, has) been several tramps in the neighborhood lately. I (sat, set) quietly with my heart in my throat. He (rung, rang) several times before he left. After he had (gone, went), I kept wondering what he wanted.

9. My friend was (give, given) a leading part in the play. That was only fair because she had (wrote, written) most of it. My friend's first speech in the opening scene was, "At last my chance has (come, came)! My captors have (taken, took) the guards away. I do not know where they have (gone, went), but now is my chance to escape."



International News Photos, Inc.

BOATS BUILT TO ORDER

UNIT X. EXPLAINING CLEARLY

ASKING AND GIVING DIRECTIONS



"Will you please tell me where the Exchange Bank is?"

"It's over in that direction somewhere," volunteered John, pointing to the northwest.

"Let's see, you go about three — no, four blocks and then turn left. No, let me see now — you turn right and then go about halfway down the street and then you'll find it in about the middle of the block, I think," added Paul.

The motorist looked puzzled. "Do I go four blocks north or west?"

Ralph spoke up this time. "Go one block west, turn right on Seminary Street, and go four blocks north. Turn right again on Oak Street. You'll find the Exchange Bank on the right side of the street, near the middle of the block."

"Thank you," said the motorist. "One block west, four blocks north, then turn right on Oak Street. I'm sure I can find it."

I. Discuss in class the following questions about the selection on page 307:

1. Was the motorist courteous in asking for the information he desired?
2. Could he have found the bank by following John's directions?
3. Why was the motorist still puzzled after hearing Paul's directions?
4. Why did the motorist repeat Ralph's directions?

II. Write a list of guides that one might follow in giving directions. Compare your list with the suggestions on page 313.

III. Work out, with a partner, brief dialogues similar to the ones suggested below. One partner may politely ask for help. The other may give directions clearly. If necessary, the first person may repeat the directions given.

1. Tell a first-grade child how to go from the school building to the nearest drug store.
2. Direct a new teacher from the front door of the school to the office; to the auditorium; to the sewing-room.
3. Give a pupil new to the district directions for reaching the public library from the school building.
4. Tell a motorist how to go from your home to some public building in town.

What drawings, landmarks, or other devices can you use that will make your directions clearer and easier to follow?

The class may wish to comment on each talk that is given, judging it by the standards you have set up for giving good directions. How helpful were the directions? Were they definite, accurate, and easy to follow?

IV. Dramatize situations such as the following:

1. Pretend that you are a motorist who has lost his way. Your gasoline supply is limited. Ask directions from a farmer in a near-by field.
2. You have accompanied your mother to the down-town section of a large city, where you separate, planning to meet later on the mezzanine of the Harper Hotel. After seeking the hotel for some time, you finally ask a policeman to direct you.
3. To visit your aunt you know that you must make two transfers. At the station ask for definite directions.

ASKING QUESTIONS

I. In the selection on page 307, tell why you do or do not think that the motorist asked clear, definite questions.

II. In each case tell why the question in the second column below is better than the similar question in the first column.

1. When does the train leave?
2. Which number did you like best?
3. Who lives up there?
4. Which character did you like?

1. When does the Ocean Limited leave for Moncton, New Brunswick?
2. Which number on the XYZ radio program last night gave the most interesting facts?
3. Who lives over the Pace-mont Drug Store?
4. In *Penrod* which character did you think most comical?



WHO? WHAT? WHEN?
WHERE? WHY? HOW?

- | | |
|----------------------------|---|
| 5. What are you to bring? | 5. What kind of cake are you to bring for the picnic supper Friday? |
| 6. What is the assignment? | 6. What is the arithmetic assignment for Monday? |

The guides below will help you to understand why the questions in the second column are better.

Guides for Asking Questions

1. Decide exactly what you want to know.
2. Word your question so that it will bring the information wanted.
3. Make your question clear and concise.

III. Which of the questions below meet the requirements named in the guides above?

1. What is the Bessemer process of making steel?
2. What brands does that store carry?
3. Who is Don Quixote?
4. Why are earthworms helpful to a gardener?
5. Which one do you think I should buy?
6. Why are hydraulic brakes considered more dependable than mechanical brakes?
7. Will your book tell me what I want to know?
8. What causes the colors of the rainbow?
9. Which car will take me there more quickly?
10. What were William Murdock's means and methods of making gas?

IV. Rewrite the poor questions in exercise III, improving each until it will secure accurate information.

V. Write ten questions that you would like to have answered. They may be about science, inventions, or

any other subject of interest. The class will judge whether the questions are clearly stated. Exchange papers and write answers for as many questions as you can.

ANSWERING QUESTIONS

I. What is the matter with James's answer below? What makes Mary's answer a good one? The guides below will help you to decide.

Teacher. Why did the Pilgrims suffer so severely during their first winter in America?

James (volunteering). Oh, I know. It was cold!

Teacher. Will you answer my question, Mary?

Mary. The Pilgrims suffered for several reasons. The climate in New England was colder than that to which they had been accustomed. They came too late in the fall to build warm log cabins. Although the woods were full of game, the men did not know how to hunt. The sea was full of fish, but the fish-hooks they had were too small. The exposure to the cold, damp climate and the lack of food made them unable to resist disease.

When you attempt to answer a question, do so without having the questioner drag the answer from you bit by bit by asking *What? Why? When? Where? How?*

Guides for Answering Questions

1. Be sure you know what information is wanted.
2. Answer the question only if you have the information or know where to find it. Don't guess!
3. Plan your answer so that it will be complete and well organized.
4. Consider the amount of information already possessed by the questioner.

II. Prepare a brief, accurate answer to one of the good questions in exercise III on page 310. You may need to consult reference books.

III. Divide into small groups, each with a leader, and give complete answers to the following questions. Use other questions that members may suggest.

1. Why do we celebrate Thanksgiving Day?
2. What is the difference between the sun and the moon?
3. How does the study of English help you outside the English classroom?
4. What battle ended the Seven Years' War in Canada, and who were the French and English commanders?
5. Why cannot any two sentences be made into a good compound sentence?

IV. Be prepared to answer fully any four of the following questions. Make use of reference books.

1. How is seed corn selected?
2. How may poison ivy be recognized?
3. How may a foreigner become a citizen of the Dominion of Canada?
4. Why is the Great Salt Lake salty?
5. Why are the days shorter in winter?
6. Why does food keep longer in dry, cold air than in warm, moist air?
7. What are the main parts of our provincial government?
8. Why will the study of —— benefit you more when you grow up than that of any other subject?
9. What causes the seasons?
10. How is coal formed?
11. What causes earthquakes?
12. What are some unusual and interesting facts in the life history of a salmon?

EXPLAINING HOW TO MAKE OR DO SOMETHING

Below are the guides for explaining clearly which you learned in a previous grade:

Guides for Explaining Clearly

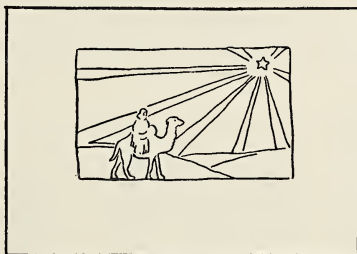
1. Be sure that you know your subject thoroughly.
2. Choose words that express your meaning accurately.
3. Use a plan or an outline to arrange the steps in proper order.
4. Omit unnecessary details.
5. Use pictures, charts, maps, and drawings to make your meaning clear.

Jane made the following oral explanation to her class. Show that she used the guides listed above.

SOLVING MY CHRISTMAS CARD PROBLEM

I have at last solved the problem of Christmas cards at our house, through making use of my interest in art. Last December the art teacher suggested that I make my own cards, and I was very glad to follow her idea.

My first step was to select a design for the cards. This I did by looking through copies of *School Arts Magazine* until I found a pattern that I liked. It took some time to work out the design and printing to fit the size I had decided on.



Next I secured a block of wood measuring 4 inches by 6 inches. With the help of the shop teacher, I fitted and tacked onto it a square of ordinary linoleum.

Since the design must be backwards on the linoleum in order to come out right side up on the card, I had to think of a way of getting my pattern reversed. I did this by placing a sheet of carbon paper face up under my design and tracing over the design. This left the impression backwards on the back of the design, so that it could be transferred to the linoleum by tracing over this reversed design.



Next I secured from the art teacher cutting tools like these, and I cut away all the linoleum from around my design. This left the pattern in relief.

Last of all came the important step of inking the block with printer's ink and pressing it firmly and evenly on paper that had been cut the proper size. I enjoyed this step most of all. I experimented with several kinds of paper and found three or four which I thought were quite satisfactory. You may judge for yourselves which kinds you would prefer.

It took several hours to plan and make this block and these cards which I am now going to pass around, but I think the results were worth while.



I. Make a sentence outline of the explanation given on pages 313 and 314. Then answer these questions:

1. What illustrative materials did Jane have at hand to show? How did these materials help?
2. Did she tell details in order? Give reasons for your answer.
3. How do words and phrases such as *the first step*, *next*, and *last of all* help to make an explanation clear?

II. If any members of your class have built model aeroplanes, radios, wireless sets, and boats, or have made wax or paper flowers, clothespin dolls, and lamp shades, they may bring samples of their work to school and give carefully planned reports telling how they did it.

Explain how to make or build such things as those suggested in the first column below or how to do such things as those in the second column:

a raft	bathe a dog
a whistle	put up a tent
an engine	develop a picture
a tree house	care for a canary
a puppet stage	clean spark plugs
invisible ink	set a dinner table
soap carvings	apply a tourniquet
a telephone set	pitch a curved ball
paper novelties	turn in a fire alarm

When you have chosen your subject, plan your talk, using the guides listed on page 313.

III. Use expressions such as the following to take the place of overworked *then*. Can you add to the list?

second	afterwards	finally
next	the next step	the final step
at this point	following this	having done that

IV. Choose a partner and before the class explain to him one of the following:

- How to care for my pet
- How Bill and I made stilts
- How I made a book jacket
- How I made a log house from matches
- How I made a miniature aeroplane
- How John made a model stage-coach
- How Louise made a covered wagon
- How I made Christmas decorations
- How the class made book ends
- How our committee made favors for the party
- How our dramatic club made papier-mâché masks

V. Give one of the explanations suggested below or another that you think will be of interest to your classmates. Consult reference books.

- How a dirigible stays up
- How a stream-line train is built
- How to make iodine
- What causes thunder
- How a thermometer works
- How technicolor films are produced
- How to tie different kinds of knots

VI. Turn to page 306 and tell how the boy would explain to the class how he is building his boat.

USING NOTES AS AN AID IN SPEAKING

I. A brief written plan of your talk, listing the important points, will make it easier for you to present well-organized material. Turn to the outline on page 254. Match the points of the outline with the paragraphs of Jane's talk on pages 313 and 314. Use for your outline the form which Jane used.

II. Prepare to give a talk suggested by the following notes. See *The National Geographic Magazine* for December, 1936.

FLYING THE PACIFIC

- I. Flight of mail across the Pacific
 - 1. Flight of Clipper ship from San Francisco in 1936
 - 2. Purpose
 - 3. Cargo of mail
 - 4. Route taken
 - 5. Length of route
- II. New method of navigation
 - 1. Automatic pilot
 - 2. Small crew required
- III. New airports established
 - 1. Guam and Wake Island
 - 2. Manila
 - 3. New port needed in Asia
- IV. Results of flight
 - 1. Time shortened
 - 2. Mail route established
 - 3. Safety demonstrated
 - 4. New and quick passenger route

WRITING AN EXPLANATION

Choose one of the topics listed on page 315 or select one from the list below and write a brief explanation of it. You may wish to include this explanation as part of a letter to a friend.

How to Make Blueprints

How to Stock a Fish Pond

How to Build a Submarine

How to Make a Crystal Set

How to Make Birds from Pipe Cleaners

Let the guides on page 313 help you.

JOINING PARTS OF THE SENTENCE

In giving directions, as well as in your other speaking and writing, you can avoid short, choppy sentences by combining *ideas of equal importance* by means of *and*, *but*, or *or*.

I. In the following sentences observe that *and* connects words or groups of words of equal rank. Point out the expressions each *and* connects.

1. The boy *and* the girl asked for directions to the circus.
2. Jane was listening *and* trying to understand.
3. "Is it at North *and* Main streets?" asked Fred.
4. Because of Tom's giving poor directions *and* Fred's hurrying to be off, the children were lost.
5. The man who finally directed them right *and* who accompanied them to the circus was a policeman.



AND INDICATES EQUAL RANK

Make sentences using *and* to join two words of equal importance; two groups of words.

II. Two sentences containing closely related ideas may be joined by *and*. Which of the following pairs of sentences are closely enough related to be joined by *and*?

1. The door was locked. Ottawa is the capital of the Dominion of Canada.
2. John's parents have a beautiful garden. They often eat their meals out of doors.
3. I went to the store for Mother. I was late for school.
4. Our car stalled going up the mountain road. There are no mountains in our province.

5. The redbird has a nest in the lilac bush. Robins fly south for the winter.
6. Our class is studying science. We are interested in the various types of machines.
7. Our class is going to inspect the city disposal plant. School will soon close for vacation.
8. The robber escaped with the money. We live close to the bank.
9. Jane's father is a policeman. My father weighs over two hundred pounds.
10. We baked a cake in household-science class. We ate all of it.

III. Another word often used to join ideas of equal importance is *but*. This word, however, introduces an idea in contrast to the first. Notice what punctuation is used when *but* joins two statements:

Jack is quick, *but* Jim is slow.

He plays ball, *but* he does not study.

We use *or* and *nor* to indicate an alternative or choice between single words or groups of words.

Open the box quickly, *or* let me do it.

Charles was not in school, *nor* did he send an excuse.

Neither the sled *nor* the bicycle is mine.

She will play *either* a waltz *or* a polka.

Make sentences using *but*, *or*, and *nor* to join equal groups.

Connecting words such as *and*, *but*, *or*, and *nor* are called **conjunctions**.

Because the conjunctions used in the examples above connect parts of equal importance, they are called **co-ordinate conjunctions**. What does the word *co-ordinate* mean? Why is it a particularly descriptive word?

PRINCIPAL AND SUBORDINATE CLAUSES

I. In each of the following sentences, tell which of the two thoughts is more important:

1. We were away. Our house burned down.
2. I had forgotten my key. I had to crawl through a basement window.
3. John visited me. He is my best friend.

The second, you say, in each case. Are the sentences below written in such a way as to show this?

1. We were away, and our house burned down.
2. I had forgotten my key, and I had to crawl through a basement window.
3. John visited me, and he is my best friend.

The connectives *and*, *but*, and *or* are used to join equals. They are good connectives only if they join parts that are of equal importance — not unequal parts, as in the sentences above. By choosing other connectives, as shown below, we can combine the two parts and show that one part is more important than the other.

The important part of the sentence is called the **principal clause**. The less important part is called the **subordinate clause**.

Conjunctions like *if*, *though*, *when*, *since*, which are used to join subordinate clauses to principal clauses, are called **subordinate conjunctions**. Certain pronouns, like *who*, *which*, *what*, and *that*, are also used to join subordinate clauses to principal clauses.

Read the subordinate clauses in these three sentences:

1. Our house burned down while we were away.
2. I had to crawl through a basement window because I had forgotten my key.
3. John, who visited me, is my best friend.

Read the first two sentences, placing the subordinate clauses first. Do not change the meaning.

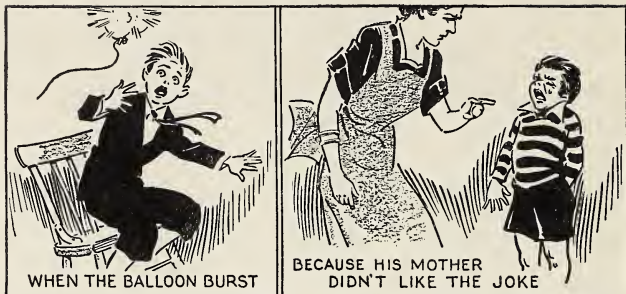
II. Below is a list of connectives that are often used to join a subordinate clause to a principal clause. Write sentences using these connectives. Underline each subordinate clause in your sentences.

who	why	if	because
which	while	as	so that
what	where	how	although
that	before	than	in order that
when	since	unless	whether (or not)

III. Read the following pairs of sentences. If both members of the pair are of equal importance, join them by using a co-ordinate conjunction, such as *and*, *but*, *or*, or *nor*. If one of the pair is of less importance than the other, think of it as a subordinate clause and join it to the principal clause by using one of the connectives listed above.

1. The printing press was broken. We couldn't print our paper.
2. Mary couldn't write the test yesterday. She had sprained her wrist.
3. Our alarm didn't go off. I was late for school.
4. I became interested in model planes. My brother did not care anything about aeroplane building.
5. At Georgetown the train went off the track. No one was hurt.
6. I bought the little wooden figures from an old cabinet-maker. He had carved them by hand.
7. The World War ended. Every country had a large war debt.
8. Harold cannot add 2 and 2 correctly. His father is a very good book-keeper.
9. Shut the door quickly. I shall freeze.

MAKING CLAUSES INTO SENTENCES



The groups of words under the pictures above are not sentences. They are **subordinate clauses**; therefore they do not express complete thoughts when used alone. Each clause should be used with a principal clause, thus :

When the balloon burst, the boy jumped.

Because his mother didn't like the joke, the boy was punished.

I. Supply a main part for each of the subordinate clauses below :

- | | |
|---|-----------------------------------|
| 1. when the play started | 6. which you have read |
| 2. while we were waiting | 7. before night came |
| 3. where we sat | 8. whenever it rains |
| 4. who helped me to cross
the street | 9. although Bob stayed all
day |
| 5. if I can | 10. since you came |

II. Some of the following groups of words are complete sentences, and others are only subordinate clauses. Write principal clauses for the subordinate clauses in the incomplete sentences to modify.

1. When the picture is cut out, I will mount it on paper.
2. Where you lived last year.
3. She visited us because she is a friend of Mother's.
4. Although her work is very difficult.
5. Before you built the fire, I felt chilly.
6. Who live in the country.
7. Because he helped me.
8. Helen is the girl who won the history prize.
9. This is surprising.
10. That you taught me.

EXPLAINING HOW TO PLAY A GAME

The members of the class were telling about interesting games they had played.

"At Grandfather's last summer we boys had a lot of fun playing tree ball," Jack volunteered.

"How do you play it?" asked Roger.

"May I use the blackboard to draw a diagram?" Jack asked the teacher.

When Miss Jones nodded approval, Jack sketched a diagram on the board and gave this explanation:

"The circles represent trees. The x's are boys. All the players but one choose a tree. The one who is *it* throws a handball and tries to tag one of the tree men with it. The tree players may dodge the ball by running around the tree, or they may exchange places with one another. The one who is *it* tries to secure a tree for himself while the boys are exchanging places. A player may be tagged by the ball either while he is at his tree or while he is running to exchange trees."



Can you and your classmates play the game after reading Jack's explanation? Was his use of a diagram necessary and effective?

I. Plan to give or to write a short explanation of some game or sport with which you are familiar and about which your classmates would probably enjoy hearing. Make a brief outline to guide you. Avoid choppy sentences by using co-ordinate conjunctions to join "twin thoughts" and subordinate conjunctions or pronouns to show how one thought is dependent on another. Use a diagram if it will help to make your explanation clear.

II. Select one of the following games or any game that has fairly simple rules and explain how to play it. Why is it necessary, in a brief composition, to avoid trying to describe a highly complicated game, such as football or baseball?

Run, Sheep, Run	Tag
Duck on the Rock	Lotto
Beetle Goes 'Round	Hopscotch
Prisoner's Base	Charades
Pom-pom-pull-away	Croquet
Hide and Go Seek	Kick the Stick

III. Many boys and girls play "homemade" games. Explain to the class how to play some game for which you yourself have made the rules.

IV. When you give your own explanation, judge it by the standards that your class and your teacher adopt. The discussion of the examples on pages 307, 313, 314, and 323, as well as the suggestions on the next page, will help you to decide what qualities should be mentioned in the list of self-help items.

A Self-help List for Explanations

1. Did I give accurate and definite information?
2. Did I include only necessary details?
3. Did I tell the steps in order?
4. Did I choose words that express my meaning accurately?
5. Did I use aids, such as pictures, maps, and diagrams, to help make the meaning clear?

EXPLAINING THE MEANINGS OF WORDS

Do you know what Louise was trying to describe in the following conversation? How would you explain it? How can you find out what it is if you do not know?

"My cousin sent me a lavalier with a ruby on it," Louise announced proudly.

"What is a lavalier?" inquired Mildred.

"A lavalier? Oh, it's a — why, you see — uh, er — you wear it — it's made of — Well, I'll show it to you!" Louise concluded lamely.

Occasionally you need to explain to another person the meaning of some word or expression. Learn to make your definitions exact and clear. First, tell to what general class a thing belongs. Then tell how it differs from other similar things in that class, thus:

<i>Name</i>	<i>Class</i>	<i>Description</i>
A lavalier	is a pendent ornament	made up of gems.

I. Read the following sentences aloud, filling each blank with the words that will complete the definitions. Consult the dictionary, if necessary.

1. A papaya is a tropical fruit with a thick yellow skin.
2. A parakeet is a small parrot with ____

3. A pane is a sheet of glass used ____
4. A periwinkle is an evergreen plant with ____
5. A rowdy is a person who ____
6. A pronoun is a word used ____
7. A detour is a road used ____
8. A cup is a container from which ____
9. A coronet is a crown worn by ____
10. A caisson is a chest for ____

II. Study the following examples. In each case, tell why you consider the definition good or poor.

1. A tent is where you live when you are camping.
2. A pancake is a thin batter cake fried in a pan or baked on a griddle.
3. Summer is when it is warm.
4. A garage is a building for housing automobiles.
5. February is when it's cold.
6. July is the seventh month of the year.
7. A game is when you play.
8. A house is where you live.
9. A granary is a place to store grain.
10. A glove is a covering for the hand.

III. Rewrite the preceding definitions that you consider lacking in clearness. Why should you avoid using *where* and *when* as they are used in 1 and 3? Observe that in 2, 4, 6, 9, and 10 predicate nominatives are used instead of *where* and *when* clauses.

IV. Write your own definitions of five of the following words. Use a predicate nominative instead of a *where* or a *when* clause. Check your definitions with those given in the dictionary and correct your errors.

a radio	mist	coal
a loom	an Eskimo	a pioneer
a doughnut	roller skates	a thermometer

CHOOSING DEFINITIONS

I. When you consult a dictionary for the meaning of a word, select the definition that applies to the sentence in which the word occurs. For instance, look in your dictionary for the definitions of the word *box*. Find a definition that fits each use of the word *box* below.

1. The *box* is quite small.
2. In scouting we learned to *box* the compass.
3. He had a *box* seat at the theatre.
4. The man stood in the pitcher's *box*.
5. The *box* tree is used for hedges.
6. A *box* on the cheek will quiet him.
7. *Box* the candy for mailing.

Sometimes the same word is used as a *verb*, an *adjective*, and a *noun*. In the first sentence above, *box* is a noun; in the third sentence, it is an adjective; and in the seventh sentence, it is a verb.

II. Tell what part of speech the word *fly* is in each case in the cartoon below.



III. Find the definitions that fit the italicized words in these sentences:

1. If the ship can *round* the cape, it will be out of danger.
2. The earth is not perfectly *round*.
3. Let's play a *round* of golf before dinner.
4. The audience gave him a great *round* of applause.

5. The tired troops had only one *round* of ammunition left.
6. I went to the butcher's to get a pound of *round* steak.
7. *Round* off your story with a good closing sentence.
8. The cowboys rode all day to *round* up the stray cattle.
9. The boy placed his foot on the first *round* of the ladder.

IV. Make sentences showing three different meanings for each of these words. Let the dictionary help you.

iron	lie	record	hold
play	roll	fast	pound
pin	time	book	well

OTHER INTERESTING THINGS TO DO

I. Pretend that you are teaching your little brother or sister how to do one of the following things or something similar. Write the explanation that you would make to him.

How to tell time
How to have good table manners
How to do the crawl stroke
How to get along well in school
How to overcome fear of the dark
How to build a campfire on a wet day
How to care for a new book
How to use a dress pattern
How to make a bed
How to repair a punctured tire

II. Give a "chalk talk" as a cartoonist might do it. Draw pictures on the blackboard as you give your explanation. The topics listed in this unit will suggest a subject to you.

III. Write an amusing account of a real or an imagined experience in one of the activities suggested below:

Opening a bank account	Sending a telegram
Dyeing a dress or a suit	Reading a time-table
Operating an ironing machine	Working a slot machine

IV. Consult reference books in preparing an oral or a written explanation of one of the following topics. Use illustrations to make your explanation clear.

- How Soap Is Made
- How Beavers Build a Dam
- How Needles Are Made
- How a Force Pump Works
- How Water Is Purified
- How a Camera Works
- How Dress Patterns Are Made
- How Coral Islands Are Formed
- How Paper Is Made
- How Radio Beams Direct Pilots
- How Indians Make Pottery
- How an Ocean Liner Is Launched

V. Write a brief account of some of the interesting habits you have observed in an animal or a bird, such as a white mouse, a canary, a rabbit, a turtle, a fish, a goat, or a raccoon.

VI. Arrange a bulletin-board display of advertisements. Explain how each one emphasizes important ideas, putting less important ideas in the background.

VII. Choose a partner. Take turns in suggesting names of familiar objects, such as *chair*, *rose*, *desk*. See who can write in the shortest time the best definition of the word suggested. Use the dictionary to check your work.

REVIEW, TEST, AND PRACTICE

THREE SENTENCE PATTERNS

The pictures below illustrate the three kinds of sentence frameworks to which descriptive words may be added. Can you recognize the parts of which each pattern is made?



Bee buzzed.



Bee chased pup.



Pup is careful.

Study carefully the diagrams given below; they show the framework on which every complete sentence is built.

<i>Subject</i>	<i>Verb</i>
1. Bee	buzzed.

The sentence framework illustrated above is made up of a subject and an action verb. No object is needed, as the verb is complete in itself.

<i>Subject</i>	<i>Verb</i>	<i>Noun object</i>
2. (a) Bee	chased	pup.
<i>Subject</i>	<i>Verb</i>	<i>Pronoun object</i>
(b) Bee	stung	him.

The sentence framework in 2 consists of a subject, a verb that requires an object to complete its meaning, and (a) a *noun object* or (b) a *pronoun object*.

<i>Subject</i>	<i>Linking verb</i>	<i>Predicate noun</i>
3. (a) Pup	is	terrier.
<i>Subject</i>	<i>Linking verb</i>	<i>Predicate pronoun</i>
(b) That	is	he.
<i>Subject</i>	<i>Linking verb</i>	<i>Predicate adjective</i>
(c) Pup	is	careful.

The type of sentence framework shown above consists of a subject, a linking verb, and a predicate word. This predicate word may be either (a) a *noun*, (b) a *pronoun*, or (c) an *adjective*.

- (a) This is John. (*John* is a predicate noun.)
 (b) That was I. (*I* is a predicate pronoun.)
 (c) We were happy. (*Happy* is a predicate adjective.)

Practice I. Make examples of your own like each of the sentences above.

Practice II. Separate the parts of the framework of the sentences that follow and label them as in the examples above.

- | | |
|------------------------|-----------------------------|
| 1. Mother called. | 6. Mother had packed lunch. |
| 2. James ran. | 7. All were going. |
| 3. He was happy. | 8. It was Saturday. |
| 4. Father started car. | 9. Sun shone. |
| 5. Dog barked. | 10. Picnics are fun! |

Practice III. Copy the italicized words in the following sentences and label them as predicate nouns, predicate pronouns, or predicate adjectives:

- The sun is *warm* today.
- The weather was much *colder* yesterday.
- February is usually a cold *month*.
- We are all *happy* because we can skate on the lake.

5. It was *I* who suggested a skating party.
6. It was *Mary* who agreed to help with the plans.
7. If the day is too *cold* to skate, we can play games at my house.
8. If I were *you*, I'd wear a wool cap.
9. I hope no one is *late*.

Practice IV. In the sentences above, the linking verbs are all forms of the verb *be*. The verbs *seem*, *remain*, *appear*, *look*, *sound*, *taste*, *feel*, and *become* may also be used as linking verbs.

Read the following sentences aloud, completing each by adding an adjective after the linking verb. Remember that an adjective rarely ends in *ly*.

- | | |
|----------------------------|----------------------------|
| 1. The music sounded ____. | 6. The rose smells ____. |
| 2. Jack looked ____. | 7. He was ____. |
| 3. The sound seemed ____. | 8. I am ____. |
| 4. The orange tastes ____. | 9. The children were ____. |
| 5. Mary looked ____. | 10. Mother felt ____. |

Practice V. On a sheet of paper, list each adjective in the following selections and opposite it write the noun to which it refers. Write *p.a.* above each predicate adjective.

1. On my way to Coalton in the Black Hills, I pass a poor old farm-house with its shingles dark and broken. I must have gone by the same place a dozen times, but each time it seems more forlorn. Yesterday I noticed that the façade looked hollow-eyed, with several broken panes of glass. I wish I knew the name of the person to whom this tragic situation is due. I should write to him, so that the house might become gay again with the voices of happy people.

2. Arid regions of the United States are beautiful, but tourists from the eastern regions, where rainfall is more plentiful, seldom appreciate these deserts. The tourists

miss the long green grass, the great shade trees, and the gardens with their fragrant and colorful flowers. The stunted hollyhocks are almost the only summer flowers in some sections of the Southwest. Those tourists who think the desert lacks beauty should see it in early spring when it is aglow with all the varied colors of the rainbow.

Practice VI. Copy the following paragraph, writing one or more adjectives to fill each blank:

EXPLORING A HAUNTED HOUSE

Four ____ boys entered a ____ house. A ____ expression came over their ____ faces. The ____ rooms were _____. A ____ light was seen. Suddenly a ____ noise was heard, and the ____ boys ran as fast as their legs would carry them.

THE ADJECTIVE *GOOD* AND THE ADVERB *WELL*

Test I. Read these sentences aloud, supplying *good* or *well* in place of each blank:

1. James is industrious. He works ____.
2. He did ____ in every subject.
3. He is also a ____ basketball player.
4. He played ____ on the team last year.
5. His father is a very ____ author.
6. He writes ____.
7. You will do ____ work if you try.
8. Try to do ____ whatever you do.

Practice. Perhaps the most quarrelsome adjective and adverb couple is *good* and *well*.

Good is an adjective. It always describes a noun or a pronoun.

Jane is a *good* player. She does *good* work in school, too.

Well is an adverb. It usually modifies a verb.

Jane plays *well*. Harry sings *well*.

Copy the following paragraph, supplying *good* or *well* to fill each blank:

The story that John wrote is a ____ one. It keeps up the suspense _____. It tells about three ____ little boys who were told to tend the goats _____. They kept a ____ look-out for about an hour. Anyone would have said they were doing their work _____. But a wolf had done his watching _____, too. Four little wolves had a ____ lunch. However, the three ____ little boys were ____ rewarded for trying.

Test II. Write twenty sentences, ten of which illustrate the correct use of the adjective *good* and ten the correct use of the adverb *well*.

CORRECT USE OF ADJECTIVES AND ADVERBS

Test I. Read the following sentences aloud, supplying the correct form of the words in parentheses:

1. Mary feels (sad, sadly).
2. Doesn't that rose smell (sweet, sweetly)?
3. The fudge you made tastes (delicious, deliciously).
4. James worked the problem (easy, easily).
5. Her voice sounded (shrill, shrilly).
6. Your task looks (easy, easily).
7. His mother called (soft, softly).
8. Why does Mary Jane look (unhappy, unhappily)?
9. How (cold, coldly) the water feels!
10. The girls look (sad, sadly).
11. These plums taste (bitter, bitterly).
12. I feel (bad, badly) today.

If your score on the test above indicates that you need further drill, study the following exercises carefully.

Practice I. We have learned that *adjectives modify nouns or pronouns* and that *adverbs modify verbs*. That is, an adjective describes a person or a thing: a *pleasant* day, a *clever* actor, a *rough* road. An adverb shows *how* a person or a thing acts. The baby cried *loudly*. The rain fell *softly*. The dog trotted *briskly*.



ADJECTIVES GO WITH NOUNS
AND PRONOUNS



ADVERBS GO WITH VERBS

Why is the adjective *calm* used in the first sentence below and the adverb *calmly* in the second sentence?

The boy looked *calm*. (Adjective)

The boy looked *calmly* about the room. (Adverb)

Adverbs that end in *ly* are often confused with the corresponding adjectives until we learn to consider what word in the sentence they modify. If we wish to describe the *boy* (a noun), we use the word *calm* (an adjective). But if we want to tell how the boy *looked* or *moved* (a verb) his eyes, we use *calmly* (an adverb).

Explain the difference in meaning between these:

He is *skilful* at his work.

He works *skilfully*.

She looked *wild*.

She looked *wildly* about her.

The whistle sounded *loud*.

The whistle sounded *loudly*.

An adjective may be used after a linking verb to describe the subject, but an adverb ending in *ly* can be used only when the verb expresses action, such as feeling with your fingers, smelling with your nose, looking with your eyes, or tasting with your mouth.

Practice II. In the sentences below, the predicate adjectives are italicized. Write on a sheet of paper an adverbial form of each predicate adjective to fill the blank:

1. The kitten was *playful*. It jumped about ____.
2. The dog looked *fierce*. He growled ____.
3. The man seemed *weary*. He spoke ____.
4. The candy tastes *delicious*. It is flavored ____.
5. The artist was *skilful*. He painted ____.
6. The problem was *easy*. I found the answer ____.
7. The play was *excellent*. Each actor played ____.
8. The moon is *bright*. It shines more ____ than usual.
9. The girl seems *happy*. She smiled ____.
10. The woman was *weary*. She walked ____.

Test II. Write ten sentences containing linking verbs. Make the sentences similar to those in Test I on page 334. Leave blanks to be filled with predicate adjectives or adverbs. Exchange sentences with a classmate and supply the correct forms for his sentences. Test your work by asking yourself this question: "Do I mean to describe the subject, or do I mean to describe the verb?"

USING CORRECT FORMS OF *BREAK*, *CHOOSE*,
SPEAK, *RING*, AND *SING*

Test. For each sentence write the correct form of the verb in parentheses:

1. Our grade has (choose) Gerald president.

2. Gerald (speak) before assembly this morning.
3. The club has decided that Bill has (break) one of our by-laws.
4. The chairman of the program committee (speak) to him about it.
5. The club (choose) Mr. Klemm as sponsor.
6. Have you ever (break) a club regulation?
7. The president (break) a tie by voting "Aye."
8. The class has not yet (choose) a name for the English club.
9. The owner of the book store has (speak) to us on stamp collecting
10. Has the bell (ring)?
11. The glee club (sing) yesterday.
12. They have (sing) many times this year.

If you made no errors in the test above, you may be excused from further practice.

If you made errors, do the next exercise.

Practice I. Use *broke, chose, spoke, rang, and sang* without helpers. Use *broken, chosen, spoken, rung, and sung* with helpers, thus:

have broken

have spoken

have sung

have chosen

have rung

Write three sentences using each of the verb forms in which you made an error in the test above.

Practice II. Divide the class into two groups. In turn each leader selects a player from the opposite group to read aloud one of the sentences on page 338. If the player reads the sentence correctly, his side scores 10 points. If he makes a mistake, it costs his side 10 points. Then the leader of the other side selects a player from his team, who reads the same sentence.

The game continues until all the players have had a chance to score one or more times. The side with the larger score wins.

1. I am sorry that you have (break) your pen.
2. Did you say it was (break) before school?
3. I am glad that you have (speak) to the janitor about the slippery steps.
4. You couldn't have (choose) a worse place to fall.
5. You should be glad that it was your pen that was (break) rather than an arm or a leg.
6. I came just as the bell (ring).
7. I was afraid it had (ring) before I got here.
8. If it had (ring) before I arrived, I think the teacher would have (speak) to me about being late.
9. The bell had scarcely (ring) when our teacher said, "Mary has been (choose) to sing the solo part in the operetta."
10. You remember she (sing) in the operetta last year.
11. I believe she has (sing) the leading part for three years.
12. If the committee had (choose) some other pupil, I should have been sorry.
13. The boys' quartette from our room has been (choose) to sing the sea song.
14. After the bell has (ring) for noon, let's congratulate Mary for being (choose).
15. Be ready to go as soon as the bell has (ring).
16. No one could have (speak) better than you did at the meeting yesterday.
17. I had never (speak) before such a large audience.
18. Were you glad when the bell (ring) early?
19. John was (choose) to act as stage manager.
20. He (ring) a bell whenever he wanted assistance.
21. His careful helpers have never (break) any of the properties.

WRITING FROM DICTATION

Prepare to write from dictation the following explanation. Observe the paragraphing, the punctuation, and the capitalization. Study especially the italicized words.

"How does a player *piano* work?" asked Mark.

"The player *mechanism contains bellows*, which are the power plant of the *instrument*. It's operated either by an *electric motor* or by foot *pedals*," answered the piano tuner.

"But what *produces* the sound?" questioned Mark.

"The *perforations*, or holes, in the music roll cause the *hammers* to strike when the paper passes over the *voice board*."

SENTENCE, PARAGRAPH, AND PUNCTUATION TEST

Copy the following explanation, dividing it into sentences and paragraphs. Supply the necessary capital letters and punctuation marks. Remember that there must be a new paragraph with every change of speaker.

What is a pulmotor asked Fred it is a device used for causing artificial respiration replied the life-guard this instrument consists of a tank of oxygen connected with an injector it carries oxygen diluted with air to the lungs of the patient does it work automatically or by hand Fred questioned the improved type of instrument is operated by a switch worked by hand answered the life-guard an automatic device was used in the original instrument the modern way provides for a more natural method of respiration do you have a pulmotor here asked Fred yes answered the life-guard it is part of the equipment of every large life-saving station have you used it recently Fred inquired we haven't used it yet this year the guard replied all the swimmers here are so good that we apparently need a pulmotor for demonstration purposes only.



H. Armstrong Roberts

“Oh, give me a home where the buffalo roam . . .”

UNIT XI. MAKING POEMS LIVE

RECALLING OLD RHYMES

I. Each pupil may bring to class or recall some simple jingle or old folk rhyme that he has always liked, such as "Three Blind Mice," "Banbury Cross," or "Old King Cole." It is fun to take turns seeing who can speak these rhymes most effectively.

Can you tell why children never tire of hearing these old rhymes? Is it because of their musical lines, the delightful feeling of gaiety which they arouse, the homely truth in the meanings of the words, or for other reasons?

II. Read the following old rhyme to yourself so that you get the meaning of the lines as well as the regular beat and swing of them. Try to avoid sing-song. You can do this by using a conversational tone.

THE FARMER AND THE RAVEN

A farmer went trotting upon his gray mare,

Bumpety, bumpety, bump!

With his daughter behind him so rosy and fair,

Lumpety, lumpety, lump!

A raven cried "Croak!" and they all tumbled down,

Bumpety, bumpety, bump!

The mare broke her knees and the farmer his crown,

Lumpety, lumpety, lump!

The mischievous raven flew laughing away,

Bumpety, bumpety, bump!

And vowed he would serve them the same the next day,

Lumpety, lumpety, lump!

Is the spirit of the rhyme on page 341 gay, sad, patriotic, or mischievous? How can you show this spirit by your voice? Of what motion does the regular beat of the lines remind you? Do you feel like dancing, walking, or skipping to it?

Why is it difficult to read the rhyme on page 341 at a slow pace? A leader may read this rhyme aloud, and the class may decide whether he has read it as it should be read.

Now choose a leader to read the poem aloud while you tap out the rhythm very lightly with the tips of your fingers. When you are certain all can keep together, have a leader read while the members of the class follow with very soft voices.

Before reading the rhyme again, decide how all the voices can keep in more perfect time. Are there certain lines that need special expression? Who can read the line, "A raven cried 'Croak!' and they all tumbled down" so that the listeners get a clear picture of the trick played by the raven?



III. Think of ways you might improve the reading as you read the following old rhyme. Try to make your listeners feel the whirring of the merry windmill in the beat and flow of the lines.

Blow, wind, blow! and go, mill, go!
That the miller may grind his corn;
That the baker may take it and into
rolls make it
And send us some hot in the morn.

MOTHER GOOSE MELODY

IV. What feelings are expressed by the cowboy in the following lines? Is the cowboy's horse loping or trotting? Or is the cowboy rocking forward and backward in his saddle as the horse walks? Why do you think so? Can you read the poem without singing it?

HOME ON THE RANGE

Oh, give me a home where the buffalo roam,
Where the deer and the antelope play,
Where seldom is heard a discouraging word,
And the skies are not cloudy all day.

Home, home on the range,
Where the deer and the antelope play,
Where seldom is heard a discouraging word,
And the skies are not cloudy all day.

V. Find other poems that show a spirit or feeling you especially like and that you think others would enjoy. Perhaps you will notice that in some of the following poems the writers match their rhythms with the feelings they are trying to create.

Cunningham, Allan	"A Sea Song"
De la Mare, Walter	"The Barber's"
Farjeon, Eleanor	"Billingsgate"
Lear, Edward	"Nonsense Verses"
Letts, Winifred M.	"Guinea Fowl"
Poe, Edgar Allan	"The Bells"
Sandburg, Carl	"Fog"
Saxe, John G.	"Rhyme of the Rail"
Southey, Robert	"The Cataract of Lodore"
Stevenson, Robert Louis . .	"Keepsake Mill"
Tennyson, Alfred	"The Brook"
Wilson, Marjorie	"The Tide"
Wylie, Elinor	"Velvet Shoes"

You will want to select some poems by A. A. Milne, such as the following:

"The Four Friends"	"Vespers"
"Buckingham Palace"	"Shoes and Stockings"
"Disobedience"	"The Little Foxes"

Use these guides in selecting other poems to read aloud:

1. Does the poem show a spirit and feeling that appeals?
2. Does it have a pleasing rhythm?
3. Is there a story or are there thoughts in the poem which you think are interesting?
4. Should you like to read it to someone else?

THE WEAVING OF SPEECH, RHYTHM, AND FEELING

Notice that the lines of a poem, like music, have a regular beat or accent that we feel and hear. This is called the **rhythm** of the poem. The poet chooses his words with great care in order to put this motion into the beat and flow of his lines. He often matches the rhythm with the meaning and the feeling he is trying to arouse.

I. Of what movement do the following lines from Robert Browning's "How They Brought the Good News from Ghent to Aix" remind you? In which lines do you feel and hear the galloping hoofs loudest? In which lines are they receding? As you read, how can you make others see the pictures you have in mind? Why might you divide the stanza into three units of thought as you study and read it?

I sprang to the stirrup, and Joris, and he;
I galloped, Dirck galloped, we galloped all three;
"Good speed!" cried the watch, as the gate bolts undrew;
"Speed!" echoed the wall to us galloping through;
Behind shut the postern, the lights sank to rest,
And into the midnight we galloped abreast.

ROBERT BROWNING

II. The following poem has quite a different rhythm. The first unit of thought is also long. It includes the entire first stanza. How many units of thought are there in the second stanza?

Read the poem so as to bring out the units of thought clearly and tell the story vividly.

THE DRAGON-FLY

When the dragon-fly's clothes
Became too tight
He just crawled out of his suit one night,
And left his old coat hanging alone
On a friendly weed by a jagged stone.

But don't suppose
That the dragon-fly chose
To walk about without any clothes!
The fact is, he had a brand-new skin
Right under the one that got tight for him.

UNKNOWN

III. "The Weather-man," on page 346, was written by a seventh-grade girl. How should you read the first unit of thought to give it life and meaning? Have someone else try, until all are satisfied with the expression and the spirit of the reading. Do the same with the second unit of thought. Then let a small group read

the entire poem, keeping in mind the feeling and the spirit of the lines.



THE WEATHER-MAN

Once I thought the weather-man
Was tall and strong,
And sat up on a building
All day long.

I supposed he sat up there,
Grim and old,
And kept the people down below
Hot or cold.

FORMING A VERSE-SPEAKING CLUB

Perhaps you would like to form a verse-speaking choir or club. It may be a regular part of your daily English work, or it may be an extra activity, with short programs planned for assemblies or for special occasions.

Classes who have formed verse-speaking choirs have trained themselves to read poetry in unison, guided by a leader or a teacher. The readers in these classes are no longer shy and wooden when asked to read poems. They laugh, shout, sing, and pantomime the action and read with great abandon and freedom. One class found that they had gained the following values from membership in their verse-speaking club:

1. The timid gained in self-confidence.
2. All became better acquainted with many kinds of poetry.
3. Everyone began to enjoy the rhythm and music of poetry.
4. They gained a fuller understanding and appreciation of the meaning of the lines.



Discuss and make a list of the benefits you might gain from being a member of a verse-speaking club.

PREPARING A POEM FOR PRESENTATION

I. If you have sufficiently prepared a favorite poem, your teacher will allow you to act as leader and present the poem to the class. Your class or your club will want to decide on definite goals to work toward in the preparation of the poem for presentation.

First, be certain the poem is selected with such guides as those on page 344 in mind.

Second, study the background of the poem. Under what circumstances or because of what desire do you think the author wrote it? What feeling or spirit is he trying to convey? How does he attempt to match the feeling with the rhythm and the meaning of his words? Why do you think others would be interested in the story the poem tells? Does it remind you of an experience you have had or would like to have?

For example, in the poem on page 348 we see through the poet's eyes the vivid picture of a child as he "works up" and then "works down" again in a swing.

A SWING SONG

Swing, swing,
Sing, sing,
Here's my throne and I am a king!
Swing, sing,
Swing, sing,
Farewell, earth, for I'm on the wing!

Low, high,
Here I fly,
Like a bird through sunny sky;
Free, free,
Over the lea,
Over the mountain, over the sea!

Up, down,
Up and down,
Which is the way to London Town?
Where? Where?
Up in the air,
Close your eyes and now you are there!

Soon, soon
Afternoon,
Over the sunset, over the moon;
Far, far,
Over all bar,
Sweeping on from star to star!

No, no,
Low, low,
Sweeping daisies with my toe;
Slow, slow,
To and fro,
Slow — slow — slow — slow!

WILLIAM ALLINGHAM

This is the way one pupil explained the meaning of the poem "A Swing Song":

As a child swings to and fro, he imagines himself a king on a throne. His spirit rises as the swing climbs higher and higher, until at the top he is really in "London Town" — "Close your eyes and now you are there!" Then the movement becomes slower and more measured as the child returns homeward or "works down" in the swing. Finally, the story ends as the motion of the swing dies away and stops on the final "slow."

II. Tell the story of the poem "A Swing Song" as you understand it. How might you divide the voices so that one group reads the lines that tell the story and another reads the lines that are the chorus?

Guides for Oral Reading

1. Think of the meaning of the lines you read. (Avoid sing-song reading.)
2. Show the spirit of the poem.
3. Speak in light, soft, but clear tones.
4. Group your words into thought phrases. (Do not stop at the end of a line, but only when a thought is finished.)
5. Show the rhythm by speaking the accented syllables or words with a little more stress.
6. Keep perfect time.

III. Notice that there are different voice levels in your group. Voices may be high, medium, or low in pitch. Judge the pitch of the voice from the natural conversation. High voices are sometimes called "light" voices, and low voices are called "dark" voices. If you wish, your club may be divided into two or three groups, according

to the pitch of the voices. For the best effects, each group should speak as one voice.

In reading the poem on page 348, why might you want lighter voices for the chorus and lower voices and more conversational tones for the story?

IV. Practise reading the poem "A Swing Song" aloud very softly to show the flight of the child's thoughts and the rhythm and pace of the swing at the same time. Make up guides similar to those given on page 349 for helps in preparing poems for oral reading.

CATCHING THE MOOD OF A POEM

Read the poem on page 351 several times to yourself until you understand the undercurrents of feeling that it conveys. Notice that in the first two lines you defend Bingo. You're afraid someone won't think him a gentleman. In the next lines, too, you don't blame him at all for hating "that fuzzy brown dog next door." In the second stanza there is a feeling of regret because you would like very much to know the "nice little girl" next door. But you can't be friendly because of "that fuzzy brown dog" of hers. Your own dog is in no way at fault. The feeling of apology is evident in the last stanza. The speaker almost whispers the first lines. However, Bingo in your mind is still the victor, as shown in the boast of the last line and a half.

Before reading the poem in unison, different members of the class may volunteer to read favorite lines. In this way decide how each part may be best interpreted to bring out the real story.

One class decided that the poem should be read by a small group of light voices, speaking as one person, as suggested in the picture.

BINGO

Bingo is kind and friendly,
A gentleman right to the
core;

But he can't bear rats and
he hates all cats
And that fuzzy brown
dog next door.

There's a nice little girl who
lives there,

But they glare at us more
and more;

So we never call and the
cause of it all

Is that fuzzy brown dog
next door.

Bingo is limping a little,
And one of his ears is
sore;

He's rather a fright, but O, what a sight

Is that fuzzy brown dog next door!



"THAT FUZZY BROWN DOG NEXT
DOOR"

UNKNOWN

STUDYING THE MOOD AND MOVEMENT OF A POEM

In the excerpts on page 352 from Hilaire Belloc's "Tarantella," of what musical instrument are you reminded in the first seven lines? As your teacher or a leader reads the poem, think of ways in which your voices as a group may heighten the light, gay spirit of these lines.

How may you make more dramatic the dancing steps in the second stanza?

Notice how the spirit of gloom, emptiness, and death marches with dull thuds through the last lines and is further emphasized by the dull notes of the rhyming

words *boom* and *doom*. Let your voices show the abrupt change from gaiety to gloom in the last stanza.



Do you remember an Inn,
Miranda?
Do you remember an Inn?
And the tedding and the spreading
Of the straw for a bedding,
And the fleas that tease in the High
Pyrenees,
And the wine that tasted of the tar?
And the Hip! Hop! Hop!
Of the clap

Of the hands to the twirl and the swirl
Of the girl gone chancing,
Glancing,
Dancing,
Backing and advancing,
Snapping of the clappers to
the spin
Out and in —
And the Ting, Tong, Tang of
the guitar!
Miranda?
Do you remember an Inn?

Never more, Miranda,
Never more.
No sound
In the walls of the Halls where falls
The tread
Of the feet of the dead to the ground.
No sound,
Only the boom
Of the far waterfall like Doom.



Study "Tarantella" first for its spirit and mood. Think of the feeling behind the lines. Then read them lightly and softly in unison. During this first reading the members of the choir will realize that they should study carefully the units of thought in the poem. Practise keeping together as one voice.

In the first lines the spirit of an evening at a gay inn keeps time to the rhythm of a thrumming guitar. Why might you wish to choose a group of lighter voices for these lines? A conversational tone with a lightness and crispness speaks:

Do you remember an Inn,
Miranda?
Do you remember an Inn?

Close your eyes and think how you would feel about the taste of tar as you read:

And the wine that tasted of the tar?

Perhaps you would like to combine the reading of the next lines with a dancing group. Decide whether the dance might accompany the reading beginning:

And the Hip! Hop! Hop!
Of the clap
Of the hands to the twirl and the swirl . . .

A choir member must feel the thoughts behind the words until they come to life again in his voice and expression. Decide how the choir can best show the abrupt change from the remembrance of the gay inn to the present tomb-like deadness of its spirit. Why might a group of lower voices begin the reading of the last stanza?

Never more, Miranda,
Never more.

Why might a larger group or a group of still lower voices be used to intensify the sense of death and gloom expressed in the last two lines?

Make up guides similar to these for presenting a poem to your club:

1. Someone who has studied the poem explains its background and the thoughts and feelings that prompted its writing.
2. An excellent reader reads the poem.
3. Different members choose lines (units of thought) they wish to read to show special emphasis or interpretation.
4. The group determines what pantomime, bodily movement, dancing, or music would help in the interpretation of the poem.
5. The group may then decide on the division of the poem for the high, medium, low, or full chorus of voices needed to bring out its spirit, climax, and full meaning.
6. The dictionary is consulted for help on the exact meanings of any difficult words.
7. Difficult pronunciations, separation of words, nimble, light voice quality, as well as breathing exercises, are practised to eliminate interruption of thought.
8. For practice the choir is divided so that some are listeners. The listeners check to find whether the voices keep in perfect time and convey the full meaning and understanding to the audience.

EXPRESSING THE POET'S MEANING

I. If the meaning behind the words is always kept in mind, the verse speaking will not take on that tiresome sing-song reading. There is no substitute for *thinking* as you speak words.

These reminders may help :

By *rhythm* keep in perfect time.

By *modulation* and expression show the mood.

By *thinking* show the meaning of the lines.

II. Why might the following selection from Shakespeare's *The Winter's Tale* require much practice on clear pronunciation? What words might easily be run together? List the words that you might need to look up in the dictionary.

COME BUY

Lawn as white as driven snow;
Cyprus black as e'er was crow;
Gloves as sweet as damask roses;
Masks for faces and for noses;
Bugle bracelet, necklace amber,
Perfume for a lady's chamber;
Golden quoifs and stomachers,
For my lads to give their dears;
Pins and poking-sticks of steel,
What maids lack from head to heel.
Come buy of me, come; come buy, come buy;
Buy, lads, or else your lasses cry; come buy.

WILLIAM SHAKESPEARE

III. Why do you think the selection above should be cried like a street vendor's call in a gay, light, rollicking mood? Should it be read to slow or fast rhythm? Which lines should be especially accented and emphasized in a pleading voice? Which line should perhaps receive the major emphasis or climax the whole?

Perhaps the girls will want to read the last two lines as their chorus, and the boys will choose different words for their response after the choir has repeated the first ten lines.

The boys might then answer :

We've not come to buy;
Not come to buy;
We shall let our lasses cry;
And cry!

IV. Find other poems that need especial study before the club undertakes the reading. Perhaps you would enjoy reading parts of some of these longer poems:

Browning, Robert . . . "How They Brought the Good
News from Ghent to Aix"
Browning, Robert . . . "The Pied Piper of Hamelin"
Longfellow, Henry Wads-
worth "Hiawatha"
Southey, Robert . . . "The Cataract of Lodore"

CHOOSING POEMS WITH A REFRAIN

Choose one group of poems with refrains or choruses. Such poems are read by a soloist or a small group reading as one voice, with a larger group responding.

Minstrels of long ago often told their story of the day's news in a rhythm suited to their subject. A singer, as if by magic, persuaded, stirred, and delighted his audience by his dramatic action, facial expression, and clear interpretation. Often the ballad singer told the exciting story, while the listeners repeated a refrain or a few striking words. This refrain afterwards became a chorus.

I. You will want to find many old ballads and narrative poems for verse speaking. Begin with a simple old rhyme like the one on page 357. Try reading it quietly to yourself. Think how the simple "croak" chorus can be made full of meaning by reflecting the feeling of the line just preceding it. For example, the first refrain would be an ordinary "Croak, croak, croak" spoken in

a normal tone of voice. But how might the next refrain reflect the mood of the poor helpless frog that "did nothing but weep"?

In a similar manner, study each line for contrasts in mood and feeling and see how varied and effective you can make both the reading of the story parts and the croaking chorus.

THE TWO FROGS

Two frogs fell into a milk pail deep,
Croak, croak, croak!

And one poor frog did nothing but weep,

Croak, croak, croak!

He sank to the bottom as heavy as lead,

Croak, croak, croak!

And there in the morning they found him dead,

Croak, croak, croak!

The other frog shouted, "I'll have a good try,"

Croak, croak, croak!

"The pail may be deep, but I don't wish to die,"

Croak, croak, croak!

He churned up the milk with his legs fore and hind,

Croak, croak, croak!

There's nothing like having a masterful mind,

Croak, croak, croak!

For when the next morning this froggy was found,

Croak, croak, croak!

On a pat of fresh butter he floated around,

Croak, croak, croak!



II. Try reading the following ballad to yourself. Then decide which lines tell the story and how the lines of the chorus should be spoken. Why should the lines that tell the story be spoken in a conversational tone? Let the refrain reflect the pace and the mood of the stanza. Why should the refrain of the third stanza be spoken in a more definite galloping rhythm and at a livelier pace than the refrain of the first stanza?

GALLOP AWAY

Dicky set out for Wisdom Hall,
On Mistress Anne to make a call;
 Gallop away, gallop away,
 Gallop away for aye, for aye.

Dicky put on his Sunday clothes,
Scarlet waistcoat and white hose;
 Gallop away, gallop away,
 Gallop away for aye, for aye.

Dicky mounted his dapple gray,
Smacked his whip and galloped away;
 Gallop away, gallop away,
 Gallop away for aye, for aye.

Mistress Anne came tripping away,
To hear what Dicky had got to say;
 Gallop away, gallop away,
 Gallop away for aye, for aye.

In she came with a bow and a smile,
"You haven't been here, Master Dick, for a while."
"Oh, I've been busy with cutting the corn,
My pigs are killed, and my sheep are shorn."
 Gallop away, gallop away,
 Gallop away for aye, for aye.

“But I have no one to cure my hams,
To spin my wool, to make my jams;
So come, Mistress Anne, away with me,
My house to keep, and my wife to be”;
 Gallop away, gallop away,
 Gallop away for aye, for aye.

Mistress Anne, having household skill
And loving Dicky, said, “I will”;
 Gallop away, gallop away,
 Gallop away for aye, for aye.

OLD BALLAD

ANTIPHONAL SPEAKING

I. In antiphonal (ăn·tîf'ô·năl) speaking each choir member or small group says one line or unit of thought of the selection. Much of the success of this kind of verse speaking depends on the quick following of one line upon the heels of another. The choir will enjoy finding selections containing questions and answers that require quick responses. Begin this type of verse speaking with simple selections that are already well known, such as these:

“Solomon Grundy”

“One, Two, Buckle My Shoe”

“Where Are You Going, My Pretty Maid?”

Try this rhyme:

For want of a nail, the shoe was lost;
For want of the shoe, the horse was lost;
For want of the horse, the rider was lost;
For want of the rider, the battle was lost;
For want of the battle, the kingdom was lost;
And all from the want of a horseshoe nail.

OLD RHYME

Remember :

Make quick responses to keep the rhythm perfect.

Use light, soft voices.

Keep a nimble tongue for crisp, clear-cut pronunciation.

II. Divide the class into three groups, one group to read the question and one to read the answer in the following poem, while the remaining group act as audience to listen for clear-cut pronunciation.

THE TAX-GATHERER

"And pray, who are you?"

Said the Violet blue

To the Bee, with surprise

At his wonderful size,

In her eye-glass of dew.

"I, madam," quoth he,

"Am a publican Bee,

Collecting the tax

On honey and wax.

Have you nothing for me?"

JOHN B. TABB

III. Find the rest of this poem for your choir:

LITTLE FOXES

Once upon a time there were three little foxes;

They didn't wear stockings and they didn't wear socks.

They all had handkerchiefs to blow their noses,

And they kept their handkerchiefs in cardboard boxes.

A. A. MILNE¹

IV. Your club will want to include the following old ballad on a special program. Study it first for natural dramatic expression. Then copy it on the board while

¹ Taken from *When We Were Very Young* by A. A. Milne, published and copyrighted by E. P. Dutton & Co., Inc., New York.

the choir taps out the rhythm and decides where each accent belongs.

WHISTLE, WHISTLE

"Whistle, whistle, auld wife, and you'll get a hen."

"I wouldn't whistle," said the wife, "if you could give me ten."

"Whistle, whistle, auld wife, and you'll get a cock."

"I wouldn't whistle," said the wife, "if you gave me a flock."

"Whistle, whistle, auld wife, and you'll get a coo."

"I wouldn't whistle," said the wife, "if you could give me two."

"Whistle, whistle, auld wife, and you'll get a gown."

"I wouldn't whistle," said the wife, "for the best one in town."

"Whistle, whistle, auld wife, and you'll get a man."

"Wheep, whaup," said the wife, "I'll whistle if I can."

OLD BALLAD

OTHER INTERESTING THINGS TO DO

I. Divide the class into committees to find and select different types of poems, ballads, and short plays for your verse-speaking choir. Choose such types of materials as these:

1. Simple, short poems or old rhymes for unison speaking
2. Poems to show contrast in rhythm
3. Poems that tell stories and old ballads or poems with refrains

Make a table of contents for your collection.

II. Make a list of rhymes and jingles the reading of which will aid one in speaking more distinctly. "Old King Cole" is a good example for practice on *l* and *ld*.

"A Farmer Went Trotting" affords practice on such letters as *f* and *v*, as well as on initial consonants.

III. Find other selections like this excerpt from "The Pied Piper of Hamelin" that require swiftness of pace and accuracy of speech:

Rats!

They fought the dogs and killed the cats,
And bit the babies in the cradles,
And ate the cheeses out of the vats,
And licked the soup from the cooks' own ladles,
Split open the kegs of salted sprats,
Made nests inside men's Sunday hats,
And even spoiled the women's chats
By drowning their speaking
With shrieking and squeaking,
In fifty different sharps and flats.

ROBERT BROWNING

IV. Arrange a program of a variety of poems that would be suitable for the entertainment of a lower grade.

V. Find or make up interesting tongue trainers that will give practice on the sounds and syllables which you find difficulty in pronouncing clearly.

VI. Find ballads and other poems that might be included on a program for a special occasion, such as:

The King's Birthday	Remembrance Day
Dominion Day	Thanksgiving Day

VII. Make a collection of interesting nonsense rhymes and poems, such as "The Lobster Quadrille" and "The Walrus and the Carpenter" by Lewis Carroll.

VIII. In the style of an old ballad such as one of those included in this unit, tell an exciting story about the adventures of an interesting person or animal. Make use of repetition of words or phrases.

USING THE LIBRARY

In the following books you will find essential help in verse speaking and a variety of selections for programs:

Daringer, Helen Fern, and

Eaton, Anne T. . . . *The Poet's Craft*

Garvin, John William . . . *Canadian Verse for Boys and Girls*

Gullan, Marjorie . . . *Choral Speaking*

Gullan, Marjorie . . . *Spoken Poetry in the Schools*

Hampden, John . . . *Ballads and Ballad Plays*

Herzberg, Max J. . . . *Off to Arcady*

Keppie, Elizabeth E. . . . *The Teaching of Choric Speech*

Kipling, Rudyard . . . *Songs for Youth*

Knibbs, Henry H. . . . *Saddle Songs and Other Verse*

Lomax, John A. . . . *Cowboy Songs, and Other Frontier Ballads*

Masefield, John . . . *Salt-Water Poems and Ballads*

Use some of these poems for your verse-speaking programs:

Austin, Mary . . . "Texas Trains and Trails"

Bible . . . Psalm 23

Brown, Beatrice Curtis . . . "Jonathan Bing"

Farjeon, Eleanor . . . "Kingsway"

Field, Eugene . . . "Norse Lullaby"

Field, Eugene . . . "The Duel"

Field, Eugene . . . "The Little Peach"

Field, Rachel . . . "Door-bells"

Guiterman, Arthur . . . "Little Lost Pup"

Herford, Oliver . . . "The Elf and the Dormouse"

Hood, Thomas . . . "Gold"

Hovey, Richard . . . "The Sea Gipsy"

Lanier, Sidney . . . "Song of the Chattahoochee"

Lear, Edward . . . "The Courtship of Yonghy-Bonghy-Bò"

Lear, Edward	"The Owl and the Pussy Cat"
Lindsay, Vachel	"The Mysterious Cat"
Masefield, John	"Sea-Fever"
Merryman, Mildred Plew	"Pirate Don Durk of Dowdee"
Poe, Edgar Allan	"Annabel Lee"
Riley, James Whitcomb .	"Little Orphant Annie"
Rossetti, Christina . . .	"The Wind Has Such a Rainy Sound"
Sandburg, Carl	"Fog"
Sarett, Lew	"Four Little Foxes"
Stephens, James	"The Canal Bank"
Stephens, James	"The Rivals"
Tennyson, Alfred, Lord .	"Bugle Song"
Tennyson, Alfred, Lord .	"The Brook"

UNIT XII. REVIEWING WHAT YOU HAVE LEARNED

CAPITALIZATION

Review. Write an example for each of the rules below. If you need help, consult pages 105 to 107 and 270 to 272.

Begin with *capital letters*:

1. The first word of every sentence.
2. The first word of every line of poetry.
3. Proper nouns and their abbreviations; also abbreviations used for the points of the compass.
4. Adjectives made from proper nouns.
5. Initials used in writing a name.
6. Titles of respect when used before names.
7. All sacred names.
8. Names of the days of the week, the months of the year, and holidays, but not names of the seasons.
9. The first word of a direct quotation.
10. Points of the compass, if they refer to sections of the country.
11. The words *I* and *O*.
12. The first word and all important words in titles of books, stories, poems, etc.
13. The first word and the chief word in the salutation of a letter and the first word in the complimentary close.



Test. Copy the following sentences, using the necessary capitals:

1. did mary read "the last round-up"?
2. the first line of jane's poem was: "the western sun is sinking low."
3. when john saw me, he cried, "see who's here!"
4. the bible teaches us that god is love.
5. the governor-general was the duke of connaught.
6. write the greeting of the letter thus: my dear dr. teller:
7. write the close of the letter thus: yours very sincerely,
8. the meeting will take place on wednesday, april 5, at 2 o'clock.
9. said hiawatha, "give me of your bark, oh birch tree."
10. some famous canadian statesmen were: sir john a. macdonald, sir wilfrid laurier, and sir robert borden.
11. mary recited for her quotation, "o young lochinvar has come out of the west."
12. yesterday i received a letter from my danish friend.
13. she wrote her greeting like this: my dear clara,
14. the captain shouted, "we are lost!"
15. among the guests were dr. howard, capt. taylor, and mr. johnson.
16. which poem do you prefer, "the last leaf" or "the courtship of miles standish"?
17. mary recited:
 "god's in his heaven —
 all's right with the world!"
18. his excellency lord tweedsmuir flew to the arctic circle.
19. on monday the pilgrim mother washed the clothes.
20. in boston the housewife usually bakes beans on saturday.
21. have you ever received a letter bearing a german stamp?

22. have you read the story called *dr. jekyll and mr. hyde*?
23. the holidays i like best are thanksgiving and christmas.
24. the days of spring are warm and balmy.
25. we leave for camp in august.

PUNCTUATION

Review I. Write an example for each rule below.

Use a *period*:

1. At the end of each declarative sentence.
2. After an abbreviation or an initial.

Use a *question mark*:

3. At the end of every question.

Use an *exclamation point*:

4. At the end of every exclamation.

Test I. Copy these sentences, using the necessary periods, question marks, and exclamation points:

1. Did you like "John Gilpin's Ride" when Mary read it
2. I liked it very much
3. O, don't say that
4. If you will read it, you will see how amusing it is
5. Doesn't your friend, Mrs A G Hunt, like poetry
6. Do you think she would enjoy these nature poems
7. She prefers travel poems
8. Mr Hunt always reads stories of adventure
9. Oh, I have the very book
10. It is called *Big Game Hunting in Central Africa*
11. Do you suppose he has read it
12. Oh, don't disappoint me
13. No, I would much rather hear about pirates
14. Have you read about the terrible pirate Morgan
15. He lived in early colonial times

A perfect score is 11 periods, 5 question marks, and 3 exclamation points correctly placed.

Review II. Write an example for each of the following rules. If you need help, turn to pages 94, 179, 181, 182, and 189 to 194.

Use a *comma*:

1. After words of direct address.
2. To separate words or phrases used in a list or series.
3. To set off words used independently, as *yes*, *please*.
4. To set off direct quotations.
5. To separate the day and the year in writing dates.
6. To separate the name of a city from the name of the province in writing addresses.
7. After the salutation in a friendly letter and after the complimentary close in all letters.

Test II. Copy the following sentences, using commas where necessary:

1. John close the door.
2. Mother said "Children keep the door closed."
3. I was born September 27 1925.
4. My cousin lives at 177 Scott Street Toronto Ontario.
5. Yes I have finished my homework.
6. I prepared lessons for history geography and English.
7. Yes yesterday was a busy day.
8. Dear Ruth Yours very truly
9. The cowboy sang "I'm heading for the last round-up."
10. The Natural Bridge Takalekaw Falls and Emerald Lake are among the wonders of Yoho National Park.
11. Tell me about the bears please.
12. We first saw them on July 29 1935.
13. Yes we were forbidden to feed them.
14. Our first stop was at Radium British Columbia.
15. John cried "There is a wild deer!"
16. Mary saw licence plates from Kentucky Indiana Illinois New Brunswick and Quebec.

17. Hand me the road map please.
 18. Charles where is your map of Alberta?
 19. Didn't I give it to you Helen?
 20. "It is time to eat" said Mother.
 21. Bring the sandwiches cookies fruit and water.
 22. Charles would you like another apple?
 23. No thank you I have part of mine yet.
 24. Some of the tourists came from Saint John New Brunswick.
 25. They had eaten breakfast in Waterton Alberta.
 26. It was July 22 19— when they left home.
 27. They expect to travel until September 1 19—.
 28. No we haven't visited Johnston Canyon yet.
 29. We ate slept hiked and swam during our vacation.
 30. Thomas wrote letters to James Mary and Bob.
- A perfect score is 45 commas correctly placed.

THE SENTENCE

Review I. Write an example for each of the following :

The *simple subject* of a sentence may be :

1. One noun.
2. Two or more nouns.
3. One pronoun.
4. Two or more pronouns.
5. Understood, but not expressed.

The *complete subject* of a sentence is :

6. The simple subject with its modifiers.

The *simple predicate* may be :

7. One word (a verb).
8. A verb and one or more helping verbs.
9. Two or more verbs joined by *and* or *or*.

The *complete predicate* may contain :

10. A verb and its modifiers.
11. A verb and its object.
12. A linking verb and a noun used as a predicate nominative.

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13. A linking verb and a pronoun used as a predicate nominative.

14. A linking verb and an adjective used as a predicate adjective.

Test I. Copy the sentences below, underlining the words indicated in the parentheses:

1. My new shoes are brown. (Predicate adjective)
2. I bought them at my uncle's store.
(Simple predicate)
3. James was buying a pair at the same time.
(Object of the verb)
4. Were my shoes once the skin of a frolicsome calf?
(Complete subject)
5. That calf may have lived in Argentina.
(Verb and its helpers)
6. Should you like to go to South America?
(Simple subject)
7. The cowboys whistled and sang as they rode.
(Complete predicate)
8. The youngest cowboy rode a spotted pony.
(Complete subject)
9. My pony's name is Domino.
(Predicate nominative)
10. That is he by the fence. (Predicate nominative)
11. The boxing gloves are new. (Predicate adjective)
12. I lent them to my cousin Ned. (Simple predicate)
13. James left his book at home. (Object of verb)
14. Did my gloves come from England? (Simple subject)
15. They may have come from France.
(Verb and its helpers)
16. Should you like to read my book? (Simple subject)
17. The children laughed and danced around the Maypole.
(Complete predicate)
18. Our old gray horse pulled the sleigh.
(Complete subject)

19. His name is Hiawatha. (Predicate nominative)
20. That is he with the bow and arrow.
(Predicate nominative)
21. The little red hen ran across the road.
(Complete subject)
22. The tourists ate and slept in the log cabin.
(Complete predicate)
23. Heidi's favorite goat was black. (Predicate adjective)
24. John lives with his grandfather. (Simple predicate)
25. Aunt Lucy lost a new umbrella. (Object of the verb)
26. You should have gone to school today.
(Verb and its helpers)
27. The boy turned and twisted on the hard seat.
(Complete predicate)
28. The long, narrow trail winds around the hill.
(Complete subject)
29. He might have been lost in the woods.
(Verb and its helpers)
30. The boy is Charles. (Predicate nominative)

Review II. Write an example of each of the following rules. See pages 318 to 321 for information if you cannot remember what you have done before.

A *sentence* may consist of:

1. One principal clause.
2. One or more principal clauses joined by conjunctions, such as *and* and *but*.
3. A principal clause with a subordinate clause joined to it by a connective, such as *when*, *because*, or *which*.

Test II. Number a sheet of paper from 1 to 20. After each number write *Yes* or *No*, according to whether or not the corresponding word group is a sentence.

1. Come early.
2. We are expecting several boys and girls.
3. When you come.

4. As soon as the guests arrive, we shall play games.
5. Then serving ice-cream and cake.
6. Which you gave me.
7. I hope everyone will have a good time.
8. Having a party for many people is hard work.
9. Grandmother told about a homestead party.
10. Several days later, early in the morning.
11. Did she go?
12. A trunk to carry their clothes.
13. The roads were rough.
14. Parties were rare.
15. Everyone was delighted to be invited.
16. Do you think they served ice-cream?
17. The apples and chestnuts roasted in the fire.
18. The people danced.
19. The Virginia reel was a favorite dance.
20. To have a good time always.

Test III. Make one sentence of each of the following pairs. If both sentences of the pair seem of equal importance in meaning, join them with *and* or *but*. If one sentence of the pair seems to be of less importance in meaning, make it a subordinate clause and join it to the other sentence by a connecting word such as *when*, *while*, *because*, *as*, *for*, etc.

1. He played a good game. John played a better one.
2. We went riding. Our car turned over.
3. Our dog had been stolen. We came home.
4. Jane is in my grade. John is in his cousin's grade.
5. Mother went shopping. She bought me a new dress.
6. We ran to the station. The train had gone.
7. The rain fell in torrents. Our ball game was delayed.
8. It was dark. We started for home.
9. I played with Helen. She came to visit me.
10. I go to camp Sunday. I will send you a letter.

REVIEWING THE PARTS OF SPEECH

NOUNS

A **noun** is a word that names a person, a place, or a thing.

Persons: lawyer, pupil, soldier, John McDougall

Places: river, lake, London, France, Atlantic Ocean

Things: pencil, shoe, truth

Groups of persons or things: herd, assembly, team

A **common noun** is a word that names one or more of a class of persons, places, or things.

dog

country

tailor

A **proper noun** is a word that names a particular person, place, or thing. A proper noun is written with a capital.

Lake Erie

Donald Smith

Riverside Drive

The Supreme Court

Little Women

The British North America Act

Test I. Copy the following sentences. Draw a line under each noun. Write the proper nouns with capitals.

1. Shall I tell you about a trip that my mother, my father, aunt jane and I took last summer?
2. There were six of us in the car when we began our journey to the west one bright morning early in july.
3. There were three children, three grown persons, and our collie.
4. We had a tent and a trailer that was furnished almost as well as our kitchen at home.
5. We had a sink, a refrigerator, and a gasoline stove on which we often baked biscuits.
6. One night we camped high up in the rocky mountains.
7. Nobody wanted to sleep in the tent that night, for it was colder there than in the trailer.

8. While we were in vancouver we went to see the big trees in stanley park.
9. I believe I like vancouver better than any other western city.
10. I shall never forget our visit to banff national park.

A noun in the **singular number** names only one thing.

A noun in the **plural number** names more than one thing.

Test II. What are the nouns in the following sentences? Write the singular nouns in one column and the plural nouns in a second column.

1. Our earth is one of the planets.
2. It has only one moon.
3. Some of the planets have several moons.
4. Our class has been studying about the heavenly bodies.
5. Which do you think the most interesting, the sun, the moon, the planets, or the stars?
6. The Big Dipper is one of the most beautiful constellations in our hemisphere.
7. The people of South America say that the Southern Cross is their most beautiful group of stars.
8. Do you know how many miles Mars is from our earth?
9. Is our planet the one closest to the sun?
10. You can find answers to these questions in an encyclopedia.

Most nouns form their plurals by adding *s* or *es* to the singular forms.

Test III. Write the plural of each of the following nouns:

- | | | | |
|-----------|-----------|-----------|-------------|
| 1. girl | 4. hour | 7. class | 10. potato |
| 2. glass | 5. cake | 8. stream | 11. buffalo |
| 3. stream | 6. sister | 9. island | 12. tomato |

Nouns ending in *y* preceded by a *consonant* form their plurals by changing *y* to *i* and adding *es*. Nouns ending in *y* preceded by a *vowel* form their plurals by adding *s* to the singular forms.

Test IV. Write the plural form of each of the following nouns :

- | | | | |
|---------|------------|-----------|------------|
| 1. baby | 4. study | 7. toy | 10. lily |
| 2. lady | 5. candy | 8. alley | 11. story |
| 3. duty | 6. country | 9. monkey | 12. donkey |

All nouns ending in *ff* and most nouns ending in *f* or *fe* form their plurals by adding *s* to the singular forms. But some nouns ending in *f* or *fe* form their plurals by changing *f* or *fe* to *ve* and adding *s* to the singular forms.

Test V. Write the plurals of the following nouns :

- | | | | |
|----------|----------|-----------|-----------|
| 1. cliff | 5. wolf | 9. loaf | 13. half |
| 2. chief | 6. shelf | 10. calf | 14. life |
| 3. safe | 7. leaf | 11. knife | 15. wharf |
| 4. bluff | 8. wife | 12. elf | 16. fife |

There are a few nouns that do not follow any of the rules stated above. The plurals of these nouns have to be learned by heart.

Test VI. Write the plurals of the following irregular nouns :

- | | | | |
|----------|----------|----------|------------|
| 1. man | 4. ox | 7. tooth | 10. deer |
| 2. foot | 5. child | 8. goose | 11. bass |
| 3. woman | 6. mouse | 9. sheep | 12. salmon |

A noun shows possession by the use of an apostrophe. The *possessive singular* is formed by adding an apostrophe and *s* ('s) to the singular form of the noun. The *possessive plural* is formed by adding 's to a plural that does not end in *s* and by adding only an apostrophe to a plural that does end in *s*.

Test VII. Change each of the following word groups to an expression that uses the apostrophe to show possession. For example, *the teeth of the dog* should be changed to *the dog's teeth* and *the teeth of the dogs* to *the dogs' teeth*.

- | | |
|--------------------------------|-----------------------------------|
| 1. the bicycle of the boy | 8. the bicycles of the boys |
| 2. the mother of the boys | 9. the mothers of the boys |
| 3. the cries of the baby | 10. the cries of the babies |
| 4. the work of the man | 11. the work of the men |
| 5. the home of my friend | 12. the home of my friends |
| 6. the ticket of the traveller | 13. the tickets of the travellers |
| 7. the dress of the child | 14. the dresses of the children |

PRONOUNS

A **pronoun** is a word used in place of a noun. It stands for a noun or refers to a noun.

Test I. List the pronouns in the following sentences. After each pronoun write the noun for which it stands.

1. Tom, will you close the window? You are near it.
2. Because Mary does not like spinach, she says it disagrees with her.
3. Every year John's mother bakes a cake for his birthday.
4. My sister says that if she has a party for her birthday she will invite all the class.
5. Where is the coach's sweater? He asked me to get it for him.
6. Canada has many beautiful rivers and lakes. They are admired by visitors from other countries.

Some pronouns have as many as four different forms, depending on the way they are used in a sentence. *I*, *me*, *my*, and *mine* are different forms of the same pronoun.

Test II. Make a list of all the pronouns you can correctly use as: (a) subjects, (b) predicate words, (c) objects of verbs, and (d) modifiers showing possession.

EXAMPLE.

1. *I* saw the game. (Subject)
2. What was *she*? (Predicate word)
3. The teacher asked *us*. (Object of verb)
4. *Our* class sent flowers. (Modifier)

Test III. Write an example of each of the following rules. Consult pages 225 to 234, if necessary.

1. When a pronoun is used by itself as the subject of a sentence, the nominative form is used.
2. When a noun and a pronoun are joined together by *and* or *or* to form the subject, the nominative form of the pronoun is used.
3. When a pronoun is used by itself as the object of a verb, the object form is used.
4. When a noun and a pronoun are joined together by *and* or *or* to form the object of a verb, the object form of the pronoun is used.
5. When a pronoun is used as the predicate word following a linking verb, the nominative form is used.



SHE



IT

HE

Test IV. Select the correct word from the parentheses as you read the following sentences aloud:

1. My brother and (he, him) are going to camp.
2. That big boy over there is (he, him).

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3. (She, Her) and (I, me) are going to study together.
4. It was (she, her) you saw.
5. Did you think it was (they, them) who told me?
6. Do you want to go with Mary and (I, me)?
7. Bill is going with my brother and (he, him).
8. Father gave Harold and (I, me) a quarter.
9. (Him, He) and (me, I) are going to the football game Saturday.
10. Did you see (she, her) and (I, me) yesterday?
11. Jane loaned her book to (he, him) and (I, me).
12. Jane and (I, me) are knitting a scarf.
13. Mother bought (she, her) and (I, me) the yarn.
14. It was (he, him) who answered the bell.
15. (She, Her) and Mary invited Jane and (I, me).
16. That little girl with red hair is (she, her).
17. Was it (she, her) or (I, me) who began the quarrel?
18. Did you ask John to go home with you and (I, me)?
19. Uncle John told (he, him) and (I, me) an Indian story.
20. Will you go with (her, she) and (I, me)?

ADJECTIVES

An **adjective** is a word used to modify a noun or a pronoun.

Test. Make a list of the adjectives in the following sentences. After each adjective write the noun or the pronoun it modifies.

1. The little dog ran into the busy street.
2. We spent happy hours swimming in the cool lake.
3. When we awoke we saw that it was a beautiful day with clear skies.
4. A loud noise came from the dark room.
5. Mary is kind to her sister. She is thoughtful of others, too.

6. The foolish children dashed in front of a moving truck.
7. Squawks is the name of my pet parrot.
8. Harvey has good manners at the dinner table. He is careful how he uses his books, too.
9. The helpless kitten lost its mother.
10. The shipwrecked sailors struggled for hours in the icy waters.

VERBS

A **verb** is a word that tells or asserts something. It may consist of one word or of several words (a **verb phrase**).

Test I. Copy the verbs and verb phrases in the following sentences. Write the one-word verbs in one column and the verb phrases in another column.

1. The sun shines warmly.
2. Shall we sit here by the window?
3. Do you like your new desk?
4. Is this our lesson?
5. Our lesson can be prepared easily.
6. It was easy yesterday, too.
7. Did you hear the bell?
8. Yes, it has rung several times.
9. That book has been published several years.
10. It seems very old-fashioned.
11. This old book must have been printed a hundred years ago.
12. Are there any pictures in it?
13. Yes, look at this one.
14. It shows the earliest type of locomotive.
15. I rode in an aeroplane once.
16. Where did you go?
17. I went to Saint John with my aunt.
18. Did you see the Loyalist cemetery?

19. Yes, many early settlers are buried there.
20. We were taken to the Reversing Falls, too.
21. The falls are not far from the centre of the city.
22. We must have driven about a mile or so.
23. You surely had an interesting trip.
24. Are you going again some day?
25. I may go with my aunt again next summer.

Test II. Write a sentence to illustrate each of the following statements. Consult pages 149 to 155, if necessary.

1. If the subject is *singular*, use a *singular verb*.
2. If the subject is *plural*, use a *plural verb*.

Test III. Select the correct verb forms from the parentheses as you read the following sentences aloud:

1. Mary and Jane (is, are) happy.
2. Both (is, are) going on a picnic.
3. (Do, Does) all boys and girls like picnics?
4. There (is, are) fifteen boys and twenty girls going.
5. (Is, Are) Tom going with us?
6. There (is, are) to be a teacher with us.
7. Last year we (was, were) caught in a storm.
8. (Was, Were) you with us?
9. There (was, were) twenty of us, I remember.
10. (Was, Were) Miss Jones with us?
11. There (is, are) six speaking parts in our new play.
12. There (is, are) a pirate in the play.
13. There (is, are) too many children for the parts.
14. I think there (is, are) too few parts for the children.
15. Christmas and Thanksgiving (come, comes) but once a year.
16. Tomorrow Jane and I (go, goes) home.
17. Our best wishes (go, goes) with her.
18. The children (come, comes) home from school.

19. John and Henry (go, goes) camping tomorrow.
20. Their pet dogs (go, goes) with them.
21. The boy scouts (go, goes) on Monday.
22. How (do, does) your grades compare with mine?
23. (Do, Does) your brothers play the violin?
24. The boys (do, does) not like to recite poetry.
25. The boats (comes, come) slowly around the bend.

Test IV. Show that you understand how to use the verbs below by copying the following sentences and filling the blanks with the proper forms of each of these verbs:

swim	break	speak	drink	see	ring
sink	choose	begin	lie	sing	spring

1. Today I ____.
2. Yesterday I ____.
3. I have often ____.

ADVERBS

An **adverb** is a word that modifies a verb, an adjective, or another adverb.

The pup barked *sharply*. (Adverb *sharply* modifies the verb *barked*.)

It barked *very* sharply. (Adverb *very* modifies the adverb *sharply*.)

The bark was *extremely* sharp. (Adverb *extremely* modifies the adjective *sharp*.)

Test I. Copy the italicized adverbs in the following sentences. After each adverb write the word that it modifies and the part of speech that the word is.

1. Robert was running *swiftly* down the street.
2. He was going *so* fast that he did not notice me.
3. I called to him *loudly*, "Hey! Where are you traveling *so rapidly*?"

4. He stopped *suddenly*. He was *too* breathless to speak.
5. *Finally* he said, "Come on. I have something *very* exciting to show you."
6. We ran *together* to his home.
7. He *cautiously* opened the door.
8. We slipped in as *quietly* as we could.
9. At first I could *not* see a thing.
10. Then I saw a pair of *very* bright eyes.
11. *Soon* I heard a sharp little bark.
12. Both the eyes and the bark *undoubtedly* belonged to my friend's new pet.

Test II. Copy the adverbs from the following sentences. After each adverb write the word that it modifies and indicate whether it is a verb, an adjective, or another adverb.

1. We were studying quietly when we heard a little noise.
2. We listened intently, but we did not hear it again.
3. "What do you suppose it was?" Jane inquired anxiously.
4. "I am not afraid," I replied boldly.
5. I really was afraid. I was very much afraid.
6. Jane said immediately, "I am glad you are so brave. I am really a coward."
7. I sincerely hope that Jane never discovers my fear of mice.

PREPOSITIONS

A **preposition** is a word that shows the relation between a noun or a pronoun (called its *object*) and some other word in the sentence.

Test I. On a separate paper list the objects of the italicized prepositions in these sentences:

1. The traveller stopped *at* the stream.
2. His thirsty horse drank *from* the cool stream.

3. Dismounting, the rider drank *from* a near-by spring.
4. How cool the water tasted *after* the ride *in* the hot sun!
5. The traveller decided that he would rest *under* a shady tree that grew *near* the stream.
6. He tied his horse *to* a tree and rested *on* the soft grass.
7. The man slept *for* a long time, as he was wearied *by* his tiresome journey *over* the mountains.
8. When the sun sank *below* the tree-tops he mounted his horse and rode *across* the ford.
9. Then he continued his journey *to* the distant city *beyond* the next range of mountains.

Test II. Copy the prepositional phrases in the following sentences. After each phrase write the word which the phrase modifies.

1. A teacher from France was visiting schools in Canada.
2. One day she visited a class in Canadian history.
3. The class was studying about great men.
4. While talking with the teacher, she exclaimed, "Your country has a Samuel de Champlain, a La Vérendrye, and an Alexander Mackenzie. How fortunate the children of this country are!"

Test III. Change each italicized word or expression below to a prepositional phrase that means the same.

EXAMPLE. The *French* children have many heroes.
The children of *France* have many heroes.

1. The *English* teachers were pleased with the results.
2. The *play's* actors knew their parts well.
3. Each *actor's* voice sounded clear and pleasant.
4. One setting called for a *red velvet* drop.
5. A *sewing* class made the drop from a cheap fabric.
6. Under the *electric lights'* glow the material looked like velvet.

CONJUNCTIONS AND INTERJECTIONS

A **conjunction** is a word that joins words, phrases, or clauses.

John *and* Peter are going to the circus.

If you want to go, too, I will buy a ticket for you.

An **interjection** is a word used to express sudden or strong feeling. It has no grammatical connection with the rest of the sentence.

Hurrah! Now we can start.

Test. List the conjunctions and the interjections in the following sentences. Tell what the conjunction joins in each case.

1. Oh! how can you be so cruel?
2. Although he hurried, he missed the train.
3. Alas! I cannot find it.
4. I can stop tonight or tomorrow morning.
5. If he does not go, we must send someone else.

A TEST ON THE PARTS OF SPEECH

Supply for each of the following sentences the part of speech called for in the parentheses:

1. We did not study our (proper adjective) lesson very carefully.
2. Sarah was the only one who had prepared the assignment (adverb).
3. The lesson was really not (adjective).
4. John and (pronoun) studied the lesson together.
5. But we were either too careless (conjunction) in too much of a hurry to do our best work.
6. After John had (verb) home, I realized that we had wasted a great deal of time.
7. We are going to John's house (preposition) school.
8. But this time we are really going to study the (noun).

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